DOCUMENT RESUME

ED 218 480 CE 032 861

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TITLE Vocational Education Program Improvement Dissemination. Final Report/Phase III.
INSTITUTION Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE Jun 82
NOTE 222p.; For a related document see ED 204 515.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Articulation (Education); Delivery Systems; *Information Dissemination; *Information Utilization; Postsecondary Education; *Program Development; *Program Improvement; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS Illinois

ABSTRACT

A project was conducted at the University of Illinois (1) to test and refine the components of the dissemination system developed for program improvement efforts in the state; and (2) to provide technical assistance to funding agency staff, project staffs, and persons/networks/agencies that facilitate access to a product in the dissemination process. During the year-long project, five major activities were conducted. First, dissemination activities were planned for two products ("A Word Processing Guide" developed in West Virginia, and "Job Creation" curriculum materials developed in Illinois), thus testing the components of the dissemination system developed for program improvement. Second, inservice education activities were conducted for persons/networks/agencies which facilitate access to a product in order to enhance awareness, understanding, and participation in the dissemination process. This activity included a conference which is summarized in the report. For the third activity, collaboration efforts were made with the Illinois Department of Adult, Vocational, and Technical Education in articulation of vocational education dissemination efforts within the state. Fourth, communication was continued with dissemination specialists nationwide to glean helpful information, insights, and ideas from others' ongoing efforts to aid development of the Illinois dissemination system. Fianlly, 400 copies of a "dissemination manual" focusing on the components of the dissemination system were developed, printed, and disseminated to enhance coordination and collaboration for effective dissemination. Recommendations for implementing the dissemination system were made. (Author/KC)

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Vocational Education Program Improvement Dissemination

FINAL REPORT/Phase III

PROJECT STAFF

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Adult,
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Technical Education

Research and
Development Section

June 1982

CE 032 861

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Abstract for Funding Agreement with Adult, Vocational and Technical Education

TITLE OF PROJECT: Vocational Education Program Improvement Dissemination/Phase III

FUNDING AGREEMENT NUMBER: R-35-32-D-0554-338

PROJECT DIRECTOR: Earl B. Russell, Associate Professor of Vocational and Technical Education

PRINCIPAL INVESTIGATOR: Carol S. Sanders, Visiting Assistant Professor of Vocational and Technical Education

INSTITUTION: Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign

LOCATION: University of Illinois at Urbana-Champaign; 345 Education Building; 1310 South Sixth Street, Champaign, Illinois 61820

TIME PERIOD COVERED: July 1, 1981 through June 30, 1982

OBJECTIVES OF THE PROJECT:

1. To test and refine the components of the dissemination system developed for program improvement efforts in the State of Illinois. The testing and refinement will facilitate the implementation and administration of the system in 1982-83.
2. To provide technical assistance to funding agency staff, project staffs, and persons/networks/agencies which facilitate access to a product in the dissemination process. The training will focus on the roles and responsibilities of each of these groups in enhancing the implementation and administration of the system and facilitating collaboration among these populations.

PROCEDURES:

1. Plan dissemination activities for two products selected by the Research and Development Section for widespread dissemination, thus testing the components of the dissemination system developed for program improvement.
2. Conduct inservice for persons/networks/agencies which facilitate access to various educational products to enhance awareness, understanding, and participation in the dissemination process.
3. Collaborate with the Department of Adult, Vocational and Technical Education in articulation of vocational education dissemination efforts within the State of Illinois.
4. Continue communication with dissemination specialists nationwide to glean helpful information, insights, and ideas from other on-going efforts to aid development of the Illinois dissemination system.
5. Develop, print, and disseminate a "dissemination manual" to enhance coordination and collaboration for effective dissemination.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL AND TECHNICAL EDUCATION:

Development of a dissemination system for the State of Illinois will promote and facilitate the effective and efficient dissemination of funded program improvement products.

PRODUCTS DELIVERED:

1. One hundred-fifty (150) copies of a "dissemination manual" focusing on the components of a dissemination system will be delivered to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education on June 30, 1982. Two hundred-fifty (250) additional copies will be disseminated to targeted audiences.
2. Twelve (12) copies of a final report will be delivered to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education on June 30, 1982.

Final Report Abstract

Department of Adult, Vocational and Technical Education Funding Agreement Number: R35-32-D-0554-338

Project Title: Vocational Education Program Improvement Dissemination/Phase III

Project Director: Earl B. Russell, Associate Professor of Vocational and Technical Education

Principal Investigator: Carol S. Sanders, Visiting Assistant Professor of Vocational and Technical Education

Funded Agency: Department of Vocational and Technical Education
University of Illinois at Urbana-Champaign

Location of Funded Agency: 345 Education Building
1310 South Sixth Street
Champaign, Illinois 61820

Time Period Covered: July 1, 1981 through June 30, 1982

Project Staff:

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ACCOMPLISHMENTS AND MAJOR ACTIVITIES

Procedure 1:

Plan dissemination for two products selected by the Research and Development Section for widespread dissemination, thus testing the components of the dissemination system developed for program improvement.

Dissemination efforts were planned for two products selected by the Research and Development Section. These efforts were used to test the components of the systematic model: conceptual, personnel, managerial, and administrative. For details of the systematic model see:

> Russell, E.B.; Treichel, J.; Shenassa, A.; and Sanders, C.S., Dissemination of Vocational Education Program Improvement Products -- A Systematic Model. University of Illinois, Department of Vocational and Technical Education, Office of Vocational Education Research, Champaign, 1981.
>
> Russell, E.B.; Treichel, J.; Sanders, C.S.; and Shenassa, A. Dissemination of Vocational Education Program Improvement Products - Phase II: Final Report. University of Illinois, Department of Vocational and Technical Education, Office of Vocational Education Research, Champaign, 1981.

The two products selected by the Research and Development Section for widespread dissemination were (1) a Word Processing Guide developed in West Virginia, and (2) Job Creation curriculum materials developed in Illinois. Dissemination Plans for the two products were developed by the Dissemination Planning Committee which was appointed by John Washburn, Manager, and Peter Seidman, Contract Administrator, of the Research and Development Section. Copies of the Dissemination Plans which were based on the individualized dissemination planning model are included in Exhibit A. By using this planning model, portions of the four components of the systematic model of dissemination were tested: (1) the administrative component through appointment of the

Dissemination Planning Committee, (2) the conceptual component through use of the four level definition of dissemination and the concept of continual planning, conducting and assessing, (3) the managerial component by using the individualized dissemination planning model, and (4) the personnel component by having various individuals (funders, developers, linkers and users) involved in planning, conducting, and assessing the identified products.

Because dissemination plans for both products contained workshops and conference presentations, review forms were developed to gather data from those attending. Copies of both forms are included in Exhibit A. The workshop/presentation review forms were used to collect names and addresses of product recipients. Only those attendees who agreed to be part of a follow-up study (3 months after receiving the product) to determine product usage, received a complimentary copy of the material. Exhibit A contains the data gathered from the presentation/workshop review.

A follow-up survey form and cover letter were developed for the Word Processing Guide and the Job Creation curriculum. Both forms are included in Exhibit A. The Word Processing Follow-up was sent to 171 product recipients on May 11, 1982 with a return date of no later than June 15, 1982. Data from this follow-up (Exhibit A) were compiled for the 87 forms returned by June 1, 1982, for inclusion in this report. A similar follow-up survey form and cover letter were developed for the Job Creation curriculum (see Exhibit A) with the recommendation that follow-up of this product's usage be completed during September, 1982.

Planning and follow-up forms were developed for use in this process. These included a (1) Dissemination Planning Matrix used for the Word Processing Guide and Job Creation curriculum, (2) workshop/presentation

review, and (3) Word Processing Guide follow-up. These materials were developed to be adopted/adapted for use with other R & D program improvement products.

Procedure 2:

Conduct inservice for persons/networks/agencies which facilitate access to a product in order to enhance awareness, understanding, and participation in the dissemination process.

To enhance awareness, understanding, and participation in the dissemination process, inservice for these groups was provided by: (1) planning and conducting two one and one-half day conferences titled, "The ABC's of Resource Utilization (Attaining Better Coordination)", (2) conducting a survey to gather data related to staff development needs, and (3) writing an article focusing upon roles, responsibilities and benefits of disseminators. The first "ABC's of Resource Utilization" conference was held in the Chicago area at the Caravelle Motor Inn, Rosemont, Illinois on May 3 and 4, and the second conference was held on May 5 and 6 in Springfield at Sangamon State University.

Details regarding the planning of these two activities can be found in the Progress Reports for "Vocational Education Program Improvement Dissemination, Phase III," submitted to the Research and Development Section, Department of Adult, Vocational and Technical Education, on September 30, 1981, December 31, 1981 and March 30, 1982. The "Conference Summary" which follows the discussion of the activities related to Procedure 2 as well as Exhibit B of this report, contains particulars of both conferences.

The second activity for Procedure 2, "Dissemination Survey and Opinionnaire on Vocational and Technical Education," was developed to

gather data related to staff development needs and change orientation of the groups (funders, developers, linkers, and users) involved in dissemination. The survey was sent to 300 people on March 22, 1982. The sample consisted of 50 vocational directors, 50 secondary principals, 50 project directors, 50 counselors, and 100 linkers. A reminder postcard was sent on April 9 to 174 individuals, and a reminder letter was sent with a second instrument to 123 people who had not responded as of May 24, 1982. Copies of the instrument, cover letter, reminder postcard and second reminder letter are included in Exhibit C. As of June 9, 74 percent of the surveys had been returned. The data are being compiled for analysis at this writing.

The third activity aimed at providing inservice to the groups involved in dissemination consisted of the development of an article to be submitted for publication in the Illinois Vocational Education Journal. Input for the article was obtained from Catherine Batsch (developer), Jim Swanson (user) and Rebecca Douglass (linker). Information regarding the funding agency was requested from John Washburn (Manager, Research and Development). However, due to the uncertainty of the future of the Illinois Vocational Education Journal the article was not fully developed. The possibility of submitting the article to other journals is being explored.

ABC's OF RESOURCE UTILIZATION (ATTAINING BETTER COORDINATION)

Conference Summary

The two "ABC's of Resource Utilization (Attaining Better Coordination)" conferences were designed to enhance communication, cooperation, and collaboration among the participants who were members of one or more existing Illinois resource systems. The goals of the conferences, established as

a result of a needs assessment conducted by the conference planning committee, were:

- To increase participant access to Illinois human and material resource systems and their services
- To increase participant knowledge of skills particular to the role of a "linker" in dissemination efforts
- To increase the participant's "linker" skills in resource utilization, communication, and collaboration
- To provide participants an opportunity to share ideas, materials, and services
- To enable participants to develop specific action plans for future coordination activities.

These goals were accomplished through six major conference presentations/activities. The first major activity consisted of a Resource Awareness session in which representatives of participating agencies presented information regarding their agencies' organization, services, and accessing procedures. This activity was conducted in carousel fashion with twenty agencies represented at the Chicago area conference and twenty-two at the Springfield conference. Each presenter provided brief presentations to three different groups.

Communication, one of the three "linker" skills identified through the needs assessment, was addressed during the second major activity. Three concurrent sessions focusing on communication were conducted: (1) Forms of Communication, (2) Giving and Receiving Feedback, and (3) Resolving Conflict. Each was presented twice, providing the participants an opportunity to attend two of the three sessions.

Resource Utilization, another identified "linker" skill, was addressed as the third activity in the same fashion as communication with the three concurrent sessions being: (1) Cutting Through the Red Tape, (2) Role and

Function as a Change Agent, and (3) Adoption/Adaptation. Again, the participants were given an opportunity to attend two of the three sessions. Cooperation/Collaboration, identified as the third needed "linker" skill, was presented in lecture fashion, followed by a motivational presentation on "Improved Vocational Education Through a Planned Change Process". These two presentations led into the sixth and final major activity, that being development of Individual Action Plans. During this session the participants were asked to make a commitment to themselves and others as to how and when they would use the knowledge and skills gained by attending the conferences.

Paid conference presenters consisted of:

Margaret Ferqueron, Bureau Chief
Vocational Education Division
State Department of Education
Knott Building
Tallahassee, Florida 32301

Greg Goodman, Director
Training and Development
CEMREL
3120 59th Street
St. Louis, Missouri 63139

Tom Hindes, Director
Vocational Instructional Materials Laboratory
Ohio State University
112 Townshend Hall
1885 Neil Avenue
Columbus, Ohio 43210

Shirley Menendez
Statewide Facilitator
National Diffusion Network
1105 East Fifth Street
Metropolis, Illinois 62960

Norman Singer
Dissemination and Utilization Program
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Unpaid presenters were:

James Galloway
Assistant Superintendent
Adult, Vocational and Technical Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

John Washburn, Manager
Research and Development Section
Adult, Vocational and Technical Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Larry Werner, Director
Illinois Resource and Dissemination Network
Illinois State Board of EDucation
100 North First Street
Springfield, Illinois 62777

The agendas for the Conferences, found in Exhibit B, identify the individual presentations, speakers, and chairpersons.

Two one and one-half day conferences were held. The first on May 3 and 4 was held at the Caravelle Motor Inn in Rosemont, Illinois. The second was held at Sangamon State University, Springfield, Illinois on May 5 and 6. Both conferences convened at 8:30 the morning of the first day and concluded at 12:00 noon the second day with approximately eleven and one-half actual contact hours.

As an example of Attaining Better Coordination among agencies, the conferences were sponsored as a joint effort of several groups. The Chicago area conference was sponsored by the following four groups:

- Career Guidance Center, Region VII
- Illinois Resource and Dissemination Network
- Illinois Vocational Curriculum Center
- Vocational Education Program Improvement Dissemination Project

The Springfield Conference was sponsored by the same groups with the exception of the Career Guidance Center. A list of individuals within each sponsoring group is contained in Exhibit B.

Because the conferences were jointly sponsored, several planning meetings were held with the first occurring with Rebecca Douglass of the Illinois Vocational Curriculum Center in October, 1981, during which the possibility of hosting two conferences instead of one, as called for in the Dissemination Project's proposal, was discussed. After exploring alternatives it was agreed that the Dissemination Project and the Illinois Vocational Curriculum Center would collaborate in hosting two statewide "linker training" conferences. It was also decided to further pursue collaborative efforts and contact Larry Werner, Carl Gasaway, and Cliff Erwin of the Illinois Resource and Dissemination Network, Illinois State

Board of Education to determine their receptivity and availability for assistance in conducting the two conferences. They expressed enthusiasm for the collaborative effort and a planning committee was formed. Eventually this committee consisted of:

Wynette Barnard	Earl Russell
Rebecca Douglass	Carol Sanders
Cliff Erwin	Susan Shackleton
Carl Gasaway	PeterSeidman
Ann Heelen	Larry Werner.

Exhibit B includes a copy of a brochure that was sent, along with a letter of invitation to the regional directors of 28 agencies identified as providing services to local educational agencies. The invitations were sent directly to regional directors with the invitation extended to them or their designees. The invitees were provided the opportunity to attend either conference. Exhibit B lists those who indicated they wished to attend. The starred (*) participants identify those who actually attended. Exhibit B also includes: (1) a list of group assignments for the "Resource Awareness" session with a * indicating the presenters and ** indicating the group facilitators, (2) a copy of the Individual Action Plan outline, and (3) a draft of the Quick Reference segment of the Dissemination Manual for Enhancing Program Improvement, and (4) a Photographic Model Release form given to the participants of the Springfield conference because segments of the Springfield conference were video-taped. The contents will be used to develop a video-tape for use in presentations.

Procedure 3:

Collaborate with the Department of Adult, Vocational and Technical Education in articulation of vocational education dissemination efforts within the State of Illinois.

Collaboration with the Department of Adult, Vocational and Technical Education occurred through: (1) review and analysis of dissemination planning outlines, (2) participation as a member of the Dissemination Planning Committee, (3) development of Procedures for Assuring Quality, and Quality Assurance Rating Form, and (4) development of an R & D Product Distribution follow-up.

The Dissemination Planning Outlines and Proposal Abstracts were obtained from the continuation proposals submitted to the Research and Development Section for FY 1982 funding. This information was analyzed to determine if statements met the conditions outlined in the RFP Guidelines. Exhibit E contains the report of this activity, "Review and Analysis of Dissemination Planning in FY 1982 Continuation Proposals for Program Improvement Efforts."

Carol Sanders, Principal Investigator for the project, served as an ad hoc member of the Dissemination Committee appointed by John Washburn and Peter Seidman. As a member of that committee she assisted with the development of dissemination plans for the primary products of projects: (1) LAPS, (2) Bank Teller, (3) Solar Energy and (4) Womens' Pre-Apprenticeship. To facilitate the planning efforts, a Planning Matrix was developed (see Exhibit D.)

Concern about the development of "quality" products ledto the development of procedures for assuring quality of primary products and a "Quality Assurance Rating Form." Both were reviewed by members of the Dissemination Manual for Enhancing Program Improvement. The "Procedures for Assuring Quality of Primary Products" and "Primary Product Quality Assurance Rating Form" are included in Exhibit D.

To determine use of products sold by the Curriculum Publications

Clearinghouse, a form was developed to collect data from product recipients three months after product delivery. The form (see Exhibit D) was designed to be sent from the Curriculum Publications Clearinghouse and returned to the same address.

Procedure 4:

Continue communication with dissemination specialists nationwide to glean helpful information, insights, and ideas from other on going efforts to aid development of the Illinois dissemination system.

Communication with dissemination specialists was continued by participating in conferences, conducting presentations, and distributing project products. Conference participation included: (1) NNCCVTE Annual Concurrent Meeting, (2) Fourth Annual Dissemination and Utilization Conference at the National Center for Research in Vocational Education, Ohio State University, (3) the American Vocational Association Convention, and (4) the Illinois Vocational Association Convention.

Presentations included: (1) three sessions of "Individualized Dissemination Planning" at the NNCCVTE Annual Concurrent Meeting, July 7-14, 1982, and (2) two presentations as part of a AVA/AVERA symposium "Linkage to Promote Program Improvement", December, 1982. Topics for the symposium were "Systematic Dissemination of Research and Development Program Improvement Efforts" and "Staff Development for Implementing Dissemination and Impact Assessment Systems." Copies of the Phase II Final Report and Dissemination of Vocational Education Program Improvement Products - A Systematic Model were distributed to individuals throughout the nation. In addition, the Florida State Department of Education requested additional copies of both Phase I and Phase II final reports.

Information, insight and ideas to aid refinement of the Illinois

dissemination system were also obtained from the consultants from Florida, Ohio, Missouri, and Illinois who presented at the "ABC's of Resource Utilization" conferences. In addition, contacts were made with representatives of various national networks to obtain information about their agencies to include in the Dissemination Manual for Enhancing Program Improvement.

Procedure 5:

Develop, print, and disseminate a "dissemination manual" to enhance coordination and collaboration for effective dissemination.

Content of the Dissemination Manual for Enhancing Program Improvement (separate document designed for use by all groups involved in dissemination) consists of five sections: (1) Guidelines for Use, (2) Conceptual Framework, (3) Dissemination Process, (4) Human Resources, and (5) Material Resources.

The "Guidelines for Use" section was designed to provide direction to the user by suggesting usage, by section, for the groups involved (product users, linkers, developers, and funders.) The "Conceptual Framework" section addresses the need for systematic dissemination, defines terms and definitions, and outlines the roles, responsibilities and benefits of the groups involved in the process. The "Dissemination Process" section is divided into two major topics: (1) How to Plan, Conduct and Assess, and (2) When to Plan, Conduct and Assess. The "How To" portion outlines six steps that can be used by users, linkers, developers and funders when formulating dissemination plans. The "When To" portion addresses the proposal phase, funded phase and post-funding phase. The "Human Resource" section provides a "Quick Reference" list for 40 national and state networks, followed by abstracts and contact lists for each network. The "Material Resources" section which provides direction and stimulates ideas

is divided into four sections: (1) Dissemination Planning, (2) Aids for Planning Dissemination Activities, (3) Aids for Conducting Dissemination Activities, and (4) Aids for Assessing Dissemination Activities.

Copies of the Dissemination Manual for Enhancing Program Improvement will be sent to participants in the "ABC's of Resource Utilization" conferences as well as other individuals involved in dissemination.

MAJOR ACTIVITIES AND EVENTS

The major project activities consisted of: (1) planning, organizing, and conducting the two "ABC's of Resource Utilization" conferences, and (2) development of the Dissemination Manual for Enhancing Program Improvement. These two efforts, though separate, were both designed to enhance coordination and collaboration among the groups involved in dissemination and to facilitate the effective and efficient dissemination of funded program improvement efforts. The Manual, when distributed to conference participants, will help rejuvenate the collaborative arrangements initiated during the conferences and assist in promoting systematic dissemination of program improvement products.

PROBLEMS

Two departures from the original project plan occurred. The original procedure 2 of the project plan read "Conduct inservice sessions for (a) funding agency staff, (b) project staffs, and (c) persons/networks/agencies who facilitate access to an outcome to enhance awareness, understanding, and participation in the dissemination process. Inservice for persons/networks/agencies who facilitate access to an outcome occurred through means of the "ABC's of Resource Utilization" conferences. Inservice of funding agency staff and project staffs did not occur. A meeting was held

with John Washburn and Peter Seidman concerning the proposed inservice of these two groups. It was decided to (1) postpone the inservice for funding agency staff until a later date, and (2) to provide inservice to project staffs of the FY 1983 funded projects during an RDS meeting planned for July or August.

Due to the Uncertainty of the future of the Illinois Vocational Education Journal the proposed article focusing on the benefits of dissemination was not fully developed, thus the second departure from Procedure 2. However, the project staff is presently searching for other suitable journals to which the article may be submitted.

STATEMENT OF IMPACT

The dissemination system developed for the State of Illinois will promote and facilitate effective and efficient dissemination of funded program improvement products.

Intended impact will be enhanced through dissemination of the Dissemination Manual for Enhancing Program Improvement to all groups involved: funders, developers, linkers, and users. Inservice activities for funding agency staffs and project staffs will not only enhance awareness and understanding of the dissemination process but encourage participation and promote cooperation and collaboration between and among the groups involved.

RECOMMENDATIONS:

To fully implement the dissemination system it is recommended that:

1. Someone be identified by the Manager of the Research and Development Section to assume the responsibility for fully implementing the dissemination system and coordinating dissemination efforts of the

Research and Development Section, the Curriculum Publications Clearinghouse, and the Illinois Vocational Curriculum Center.

2. Funding agency staff and project staff be provided the technical assistance needed to carry out their roles and responsibilities as actors in the dissemination process.
3. Users or program improvement products be given more responsibility in identifying, developing and testing program improvement products.
4. Collaborative efforts started between and among educational networks within the State of Illinois be supported and further collaborative efforts fostered.
5. Future proposals for funding be evaluated on the quality and extent of dissemination planning as outlined in companion project publications.

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Vocational Education Program Improvement Dissemination Final Report -- Phase III

2. Date material was completed: June, 1982

3. Please check one: New material ___X___ Revised material _____

4. Originating agency: University of Illinois; Dept. of VoTec Educ.; 345 Educ. Bldg
   Address: 1310 S. Sixth St.; Champaign, Illinois Zip Code: 61820

5. Name(s) of developer(s): Earl Russell, Carol Sanders, Wynette Barnard, Eva Coffey
   Address: 345 Educ. Bldg.; 1310 S. Sixth St.; Champaign, Illinois Zip Code: 61820

6. Developed pursuant to Contract Number _____

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

   - ___ 01 Agricultural Education
   - ___ 03 Business and Office Education
   - ___ 04 Distributive Education
   - ___ 07 Health Occupations Education
   - ___ 09 Home Economics Education
   - ___ 10 Industrial Art Education
   - ___ 16 Technical Education
   - ___ 17 Trade and Industrial Education
   - ___ 22 Cooperative Education
   - ___ Career Education
   - ___X___ Other (Specify) general VoTec

8. Education Level:

   - ___ Pre-K Thru 6
   - ___ 7-8
   - ___ 9-10
   - ___ 11-12
   - ___ Post-Secondary
   - ___ Adult
   - ___ Teacher (Pre-service)
   - ___ Administrator (Pre-Service)
   - ___ Other (Specify) _____

9. Intended for Use By:

   - ___ Student
   - ___ Classroom Teacher
   - ___ Local Administrator
   - ___ Teacher Educator
   - ___ Guidance Staff
   - ___ State Personnel
   - ___X___ Other (Specify) project staff, intermediate agency staff

10. Student Type:

    - ___ Regular
    - ___ Disadvantaged
    - ___ Handicapped
    - ___ Limited English Proficiency
    - ___X___ Other (Specify) not applicable

11. Medium and Format of Materials:

___X___ HARDCOPY	___ VIDEOTAPE	___ FILM	___ MICROFICHE
No. of pages _____	_____ Minutes	_____ Minutes	___ B & W
___ Paper bound	___ B & W	___ B & W	___ Color
___ Hard bond	___ Color	___ Color	
___X___ Loose-leaf	_____ inches	_____ mm	
Photos: Yes _____	No ___X___		
Diagrams: Yes ___X___	No _____		

___ SLIDES	___ FILM STRIPS	___ AUDIO	___ OTHER
No. of frames _____	No. of frames _____	___ Automatic synch	Specify:
___ B & W	___ B & W	___ _____ Hz	_____
___ Color	___ Color	___ Manual cue	_____
___ Audio	___ Audio	___ Reel	_____
___ Carousel provided		___ Cassette	
___ Other packaging used (Specify) _____		___ Cartridge	

12. Availability:

_____ One copy free For sale @ $ _____ per copy _____ Not available

__X__ In ERIC system (No. _____) __X__ Loan copy available

Contact: Name Peter Seidman, Research and Development Phone (217) 782-4620

Address Dept. of Adult, Voc. & Tech. Education Zip Code 62777

~~Ill. State Board of Ed. 100 N. First St.~~ Springfield, IL

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Contact: Name _____ Phone ( )_____

Address _____ Zip Code _____

14. Is Training Required for Optimum Use of These Materials? Yes_____ No_____

15. Are Consultive/Training Services Available? Yes_____ No_____

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

The Vocational Education PRogram Improvement Dissemination Final Report -- Phase III summarizes the activities of the project for fiscal year 1982. The Exhibits Sections display the project outputs with the exception of the Dissemination Manual for Enhancing Program Improvement, the major product developed through the project.

17. Person Completing this Abstract: Carol S. Sanders

Full Address: University of Illinois
Dept. of Voc. & Tech. Education
345 Education Building
1310 S. Sixth St.
Champaign, Illinois

Zip 61820

EXHIBIT A

- Word Processing Guide Plan
- Job Creation Plan
- Word Processing Guide Presentation Review - Data
- Job Creation Presentation Review - Data
- Word Processing Recipients
- Word Processing Follow-up - Data
- Job Creation Recipients
- Suggested Job Creation Follow-up

I. Name of Product: Word Processing Guide

II. Dissemination Goal: Implementation of the Word Processing Guide developed by West Virginia.

III. Product Classification: (check one)

- ☐ General Information
- ☐ Report/study
- ☐ Supplementary and/or Resource Aid
- ☒ Educational Product (curriculum)
- ☐ Intangible Educational Output

IV. Target group(s): (check all that apply)

A. Types:

- ☐ State Personnel
- ☐ Local Administrators (specify)
- ☐ Guidance Staff
- ☒ Classroom Teachers (specify subject area) Office Occupations Teachers - Secondary Level
- ☐ Teacher Educators (specify)
- ☐ Students
  (specify grade level)
  (specify type, e.g. regular, disadvantaged, limited English proficiency, etc.)
- ☐ Parents
- ☐ Community/Business/Labor/Industry
- ☐ Legislators
- ☐ Other (specify)

B. Size:

C. Geographic Region(s): Statewide (Illinois)

V. Particular Dissemination Activities:

	Level of Assistance	Name of person/ agency responsible for conducting	Name of person/ agency responsible for follow-up
Awareness	News release to create awareness of product availability and announce workshops - submit to IVA and IBEA newsletters. CPC display at IBEA	Rebecca Douglass will write up and submit to publications. Gene Miller	G. Miller will fill CPC orders.
Understanding	IBEA Workshop-November IVA Workshop- February 1 hr. (Guide will be distributed to those agreeing to participate in followup). Availability of product thru CPC	Jean Greever (ISU) will conduct. Will be planned by Peggy Pool, J. Greever, and Carol Sanders.	Carol Sanders - workshop review. Gene Miller will collect info. on Product Receipt form - either G. Miller or C. Sanders will collect info. on usage.
Deciding	Product will include bibliography of materials available through IVCC related to business educ. and word processing. Technical assistance upon request.	Rebecca Douglass will compile bibliography.	
Implementation	User communication network established by N & A's of persons receiving the product at workshops. Technical assistance upon request.	Gene Miller will have names and addresses. Occupational consultants and other users. Coordinated by RDS and CPC.	C. Sanders will follow up 3 mo. after workshop to determine extent of use and identification of additional technical assistance.

I. Name of Product: Job Creation Curriculum Materials

II. Dissemination Goal: To promote implementation of the Job Creation Curriculum Materials by conducting 9 workshops in Illinois for 11 & 12 grade voc. educ. teachers in all five occupational areas.

III. Product Classification: (check one)

- ☐ General Information
- ☐ Report/study
- ☐ Supplementary and/or Resource Aid
- ☒ Educational Product
- ☐ Intangible Educational Output

IV. Target Group(s): (check all that apply)

A. Types:

- ☐ State Personnel
- ☐ Local Administrators (specify)_____
- ☐ Guidance Staff
- ☒ Classroom Teachers (specify subject area) 11 & 12 grade voc. educ. teachers in all 5 occupational areas
- ☐ Teacher Educators (specify)_____
- ☐ Students
  (specify grade level)_____
  (specify type, e.g. regular, disadvantaged, limited English proficiency, etc.)_____
- ☐ Parents
- ☐ Community/Business/Labor/Industry
- ☐ Legislators
- ☒ Other (specify) Cooperative Vocational Education in all five occupational areas

B. Size:_____

C. Geographic Region(s): statewide (Illinois)

V. Particular Dissemination Activities:

	Level of Assistance	Names of person/ agency responsible for conducting	Name of person/ agency responsible for follow up
Awareness	1. Informational brochure describing the Job Creation Curriculum Materials and advertising the workshops. A number of copies will be sent to Ill. high schools for distribution to vocational education teache-s, counselors, academic teachers, and co-op coordinators	Joan Smutny/ Nona Myers	
	2. Article in IVA Newsletter and affiliated nessletters.	Joan Smutny/ Nona Myers	
	3. Copies of the Job Creation Curriculum Materials will be sent to a random number of teachers of 11th and 12th grade students and co-op coordinators who did not attend a workshop.	Joan Smutny	Followup of these recipients will be conducted when workshop participants are surveyed.
	4. CPC advertising availability of Guide after workshops are conducted.	Gene Miller	Gene Miller will collect Product Receipt form - either G. Miller or Carol Sanders will collect info. on usage.
Understanding	1. Six co-op coordinator meetings in Chicago. 2. IVA presentation (Feb). 3. Workshop in Central portion of State (March). 4. Workshop in Southern portion of State (April). (Guide will be distributed to those agreeing to participate in followup).	Presented by Joan Smutny; planned by Joan, Nona Myers and Carol Sanders	Workshop review--Carol Sanders. 3 month followup, DAVTE--form developed by C. Sanders.
Deciding	1. Technical assistance upon request 2. Bibliography of materials available thru IVCC related to Job Creation Curriculum Materials	Rebecca Douglass	Joan Smutny
Implementation	1. Technical assistance upon request. 2. User communication network established by keeping a file of names and addresses of persons receiving the Guide at workshops.	Gene Miller will have file of names and addresses.	Gene Miller and Carol Sanders will facilitate arrangements.

DATA SUMMARY

N = 191

WORD PROCESSING GUIDE

Presentation Review

Name_____ Address_____

Position_____ _____

Phone_____ _____

1. Were incentives offered to you to attend the Illinois Vocational Association Convention?

   125 Yes (Answer Question 1a) 13 no response

   53 No (Skip Question 1a)

   a. What incentives were offered? (i.e., time and travel reimbursed, released time, board credit, etc.)_____

   _____

   Who offered them?_____

   Did they affect your decision to attend the convention? 69 yes 45 no 76 no response

2. How did you find out about this particular presentation?_____

   _____

   _____

3. Indicate the effect the following had on your decision to attend this presentation:

	Had No Effect	Had a Negative Effect	Had a Positive Effect	
a. Subject of the presentation	(2) 1	(1) 2	(178) 3	NR 10
b. Time of presentation	(63) 1	(8) 2	(99) 3	NR 21
c. Length of presentation	(89) 1	(8) 2	(70) 3	NR 24
d. Information received or personal contact made prior to presentation	(63) 1	(5) 2	(93) 3	NR 30

4. How well did this presentation assist you in:

	Very Little	Somewhat	Extremely Well	
a. Understanding the Word Processing Guide and how it could be used	(10) 1	(42) 2	(124) 3	NR 15
b. Deciding whether or not to use the Word Processing Guide	(11) 1	(53) 2	(105) 3	NR 22

5. Whose decision was it for you to attend this presentation?

180 My own

4 I was requested to attend (specify position of person):

7 NR

_____

6. Did you come to this presentation:

84 Alone

99 With Colleagues

8 NR

7. Do you feel a need for more information or further assistance? (i.e., technical assistance, encouragement and support, communication with other workshop participants, information on how others are using the materials, etc?) Please specify.

9 technical assistance	91 NR
8 encouragement/support	48 No
9 communication	5 Yes
19 information	

Please feel free to comment on any aspects of this presentation.

In approximately 3 months a short follow-up study will be conducted to determine the extent to which The Word Processing Guide is being used. If you agree to be part of this follow-up you will receive a complimentary copy of the material for your use.

_____ I agree to participate in the follow-up study

_____ _____

Date Signature

*Please make sure your name and address are correct on the front of this form, as this is the address to which the follow-up form will be sent.

Thank you.

RESPONSES

1.a. Incentives offered?

59 released time
57 time and travel reimbursed
29 travel reimbursed
7 reimbursement of registration fee
6 inservice day for teachers
5 expenses partially paid
1 graduate class credit
1 Board (of Ed) credit
16 no response

1. Who offered incentives?

39 school district
18 school
18 college
12 school administrator
8 school board
5 department chair
3 area vocational center
3 adult ed
2 Comprehensive Employment and Training Act
1 budget
16 not specified

2. How participants found out about the presentation

110 IVA program
18 IBEA newsletter/IBEA convention schedule
12 IACEA Program
10 IVA newsletter
5 exhibits
5 booklet/brochure
3 mailing
3 other teachers
3 program committee
12 NR

7. Regarding need for information or assistance (5 select responses)

- I need help in convincing my school that a word processing class is needed. I also need to take a course in the operation of WP equipment

- Yes, time to modify text curriculum

- I have a thousand questions which I would like to ask

- Yes, especially to get together with other teacher educators and word processing text editing teachers

- should the need occur, I will contact DAVTE for further assistance. Are resource people available through DAVTE?

Comments regarding the presentation (5 selected responses)

- very thorough
- a little too much "walking through" the guide
- well done, put me at ease with the material
- reading along with overhead was annoying
- excellent presentation; however, I feel that the materials are not complicated to follow

DATA SUMMARY

JOB CREATION

Workshop Review

N=61
(rest were not received in time to compile data for report)

Name_____ Address_____

Position_____

Phone_____

1. Were incentives offered to you to attend this workshop?

20 yes (answer question 1a)

37 no (skip question 1a)

4 NR

a. What incentives were offered? (i.e., time and travel reimbursed, released time, board credit, etc.) _____

Who offered them? _____

Did they affect your decision to attend this workshop? 8 yes, 7 no, 5 NR

2. How did you find out about this workshop?_____

3. Indicate the effect the following had on your decision to attend this workshop:

	Had No Effect	Had a Negative Effect	Had a Positive Effect	
a. Subject of the Workshop	(1) 1	2	(47) 3	NR 13
b. Time of Workshop	(14) 1	2	(32) 3	NR 15
c. Length of Workshop	(15) 1	2	(26) 3	NR 20
d. Information received or personal contact made prior to Workshop	(12) 1	(2) 2	(30) 3	NR 17

4. How well did this Workshop assist you in:

	Very Little	Somewhat	Extremely Well	
a. Understanding the Job Creation materials and how they could be used	1	(12) 2	(37) 3	NR 12
b. Deciding whether or not to use the Job Creation materials	(1) 1	(15) 2	(31) 3	NR 13

please complete both sides →

5. Whose decision was it for you to attend this workshop?

/41/ My own

/10/ I was requested to attend (specify position of person):

10 NR

_____

6. Did you come to this workshop:

/31/ Alone

/20/ With Colleagues

10 NR

7. Do you feel a need for more information or further assistance? (i.e., technical assistance, encouragement and support, communication with other workshop participants, information on how others are using the materials, etc.). Please specify.

2 technical assistance
3 information
1 communication
41 NR
2 no

Please feel free to comment on any aspects of this presentation.

In approximately 3 months a short follow-up study will be conducted to determine the extent to which the Job Creation materials are being used. If you agree to be part of this follow-up you will receive a complimentary copy of the material for your use.

_____ I agree to participate in the follow-up study.

_____ _____
date signature

note: Please make sure your name and address are complete on the front of this form as this is the address to which the follow-up form will be sent.

RESPONSES

1.a. Incentives offered?

11 travel reimbursement
10 release time
3 part of a course
2 board of Ed. credit
1 NR

Who offered incentives?

7 school dist/school board
3 principal/supervisor
3 university
2 instructor
1 vocational director
1 county governing agency
3 NR

How participants found out about the presentation

14 another individual
10 in a course
8 NEBCEA conference
6 mailed brochure
5 program
3 supt/principal/voc ed. dir.
2 DAVTE
1 at work
1 school bulletin board
1 EBCE notification
1 career guidance newsletter
7 NR

Comments regarding the presentation (5 select responses)

- I'm so impressed! It was fantastic, fresh, promising, inspiring
- Discovered very concrete modes for teaching, guiding and informing my eighth graders in career guidance. Some of the surveys will increase their self awareness
- Music really was enjoyable. Case studies very realistic - interesting, not dull
- This would be an excellent program to add to special education program
- Materials could be used for a diversified number of people

7. Comments regarding need for information or assistance (5 select responses)

- yes, where used, adaptation for individualized instruction
- would like help in using with migrant program
- will contact you if needed
- will call if help is needed
- I feel confident

IVA February 19, 1982

WORD PROCESSING GUIDE

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IVA February 19, 1982

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Mount Prospect, IL 60056

Stan Rhodes
Maine West High School
1755 S. Wolf Rd.
Des Plaines, Il 60018

Betty Schroeder
Business Ed. & Admin. Services
Northern Illinois University
DeKalb, IL 60115

Eileen Schulte
Truman College
1145 Wilson Ave.
Chicago, IL 60640

Darlene Shannon
Steeleville High School
701 South Sparta
Steeleville, IL 62288

Mildred K. Shoop
Lockport Central High School
1222 South Jefferson
Lockport, IL 60441

Karen Tadd
408 Best
DeKalb, IL 60115

Annette Theodore
Canton Junior High School
1100 Sunset
Streamwood, IL 60103

Sharon Vinson
Rockford Area Vocational Center
5125 35th St.
Rockford, IL 61109

Dr. Lewis Wall
Western Illinois University
Business Education
Macomb, IL 61455

Pearl M. Washington
6788 Mary Ave.
East St. Louis, IL 62203

Corinthian Welch (no address)

Diane Wiel
Assumption High School
950 Kings Highway
East St. Louis, IL 62203

N=86

code_____

FOLLOW-UP
WORD PROCESSING GUIDE

(Optional) Date_____

Name_____ Address_____

Position_____ _____

Home phone_____ _____

Work phone_____ _____

I received the Word Processing Guide at:

The Illinois Vocational Association Conference	33
The Illinois Business Education Association Conference	42
The Illinois Adult and Continuing Education Association Conference	6

5 NR

1. 24 I am using the material (go on to question 3).
   58 I plan to use the material in the near future (go on to question 3).
   9 I am not using the material and do not plan to use it (answer question 2).

2. If you are not using the material, or do not plan to use it; please share the reasons (indicate all that apply): Go on to question 5 when completed.
   ___ I need additional information, please have a consultant call.
   ___ My district needs assistance in adopting/adapting the materials, please call to schedule training.
   ___ I need administrative support.
   7 The materials are not applicable to my situation because:
   -they do not fit into the classes I am currently teaching; lack of funds; I am not presently teaching (4)
   3 Other, please explain: I got the material for three of our secretaries to use - I am in an ESL program

3. If you are using or plan to use the material, indicate how (indicate all that apply):
   4 I have adopted the material in whole.
   51 I have adopted/will adopt sections/parts of the material. How:
   _____
   _____
   _____
   43 I am using/will use the material as a teacher resource.
   38 I am using/will use the material as a supplementary student resource.
   36 I have recommended the material to colleagues.

(over)

4. Approximately how many students are being or will be affected as a result of your receiving a copy of the Word Processing Guide? 4575 total - 72 responded avg. 63.54 per resp. - 14 NR

5. In thinking back over the workshop presentation you attended at which you received the Word Processing Guide, how effective were the activities in assisting you to:

	Not Very Effective		Effective	
a. Become aware of the content?	(11) 1	(17)2	(50) 3	8 NR
b. Understand how the material could be used?	(14) 1	(24)2	(38) 3	10 NR
c. Decide whether or not to use the material?	(16) 1	(26)2	(33) 3	9 NR
d. Adopt/adapt the material?	(14) 1	(28)2	(26) 3	18 NR

6. List the activities you used to promote usage of the Word Processing Guide in your school/district that you thought were particularly effective.

_____

_____

_____

_____

7. Would you be interested in providing technical assistance to other individuals/districts interested in word processing if travel expenses were provided?

50 No 16 Yes 8 possible at another time - 14 NR

If yes, please be sure to complete the optional contact information on the first page of this form.

Comments for Item #3 "I have adopted/will adopt sections/parts of the material. How:

15 typing classes
14 office practice/procedures
4 office machines
4 proofreading and spelling
3 English skills
3 transcription
3 word processing learning guide
2 office occupations
2 O.E. related class
2 W.P. semester course
2 will develop materials into individualized learning guides
2 career exploration class
2 shorthand
1 use of telephone

- I have been granted a summer workshop to develop a W.P. course (an extension of adv. typing with units in W.P. being added).

- We will be using a TRS-80 scripsit for W.P. I will adopt sections for use in a 7 semester W.P. course, machines and transcription and typing and office procedures taught in other senior level courses.

- I am writing a curriculum project to use in my class this year as a pilot. We have proposed an Information Processing Course for 83-84-- I will use the W.P. Guide to develop the new curriculum.

- Secretarial and typing units and projects, both in class and individually.

Comments for Item #6 "List the activities you used to promote usage of the Word Processing Guide in your school/district that you thought were particularly effective.

6 talked with other business education teachers
3 talked with administrators

- other teachers will study at the dist. workshop this summer (have 20 TRS 80's in our computer dept) - will be able to use 4-6 weeks out of the year

- expressed such an interest that we are starting W.P. next year

- showed companion of other W.P. guide & advisor impressed with this one

- showed to other classes: English/Proofreading, Office Machines, Office Procedures Intro. to W.P.

- discussed its use/adoption in developing a W.P. curriculum with supt.

- copied sections that I thought would be useful in other classes and gave to instructors of those classes

- the material was valuable in getting the course established in the curriculum for next year. The curriculum committee and director were impressed with the fact that so much had been done in the area of curriculum on the subject

- all very well done - very adaptable to other material - based upon research makes it easier to include in curriculum - was easy to explain to other teachers within my dept - adaptable to many courses within our department

6 - helped to purchase W.P. equipment

- shared guide with co-workers and recommended their attendance at IACE conference to get copy of guide

- distributed to other schools in the district

- we are starting our W.P. program fall '82 with an intro class - it will take 2 yrs to get everything started in sequence - still in planning stages - will be glad to respond at later date

General Comment: We have appreciated the material this year. It seems that a very thorough job has been done on the material.

People who would provide technical assistance for W.P. Guide

Doris Hudson
Head, Bus. Ed. Dept.
Decatur Area Vocational Center
300 E. Eldorado
Decatur, IL 62523
home: 428-0103
office: 424-3072

Jane Carroll
Teacher
1341 Ottawa Drive
New Lenox, IL 60451
home: 815-478-3164
office: 815/838-6941

Janet E. Valuch
OE/CWT Coordinator
RR 1 box
Tinley Park, IL 60477
home: 312/429-6181
work: 312/799-3000

Janet A. Miller
Secretarial Instructor
RR 1 (home)
Opdyke, IL 62872
or
Rend Lake College (work)
Ina, IL 62846
home: 618/244-1712
office: 618/437-5321 ext 280

Karla Roddick
Business Teacher
501 W. South St.
Woodstock, IL 60098
work: 815/338-4370

Barbara Morgan
Coordinator Secretarial and
Office Specialists
S.T.C. Building
Southern Illinois University
Carbondale, IL 62901
home: 618/253-7069
office: 618/536-6682

Karen Schmerbauck
Business Teacher
Oak Lawn Community High School
9400 Southwest Highway
Oak Lawn, IL 60453
home: 312/424-5200

Grace Reichert
Teacher
Ottawa High School
Ottawa, IL 61350
home: 815/433-3194
office: 815/433-1323

Bob Peterson
Lockport Central High School
1222 S. Jefferson
Lockport, IL 60441
(gave copy to friend who is
interested)

Bernard S. Schwartz
Education Network for Older Adults
36 Wabash Ave.
Chicago, IL 60603
(his colleagues interested)

Phyllis Romenger
Dept. Chair and Instructor
173 Seminole (home)
Springfield, IL 62704
or
101 E. Laurel (work)
Springfield, IL 62704
home: 217/546-7964
office: 217/525-3089

Audrey Smith
Secretarial Instructor
3719 214th St.
Madison, IL 60443
home: 312/748-8821
office: 312/756-3110

Carlajean H. Rebbe
Business Instructor
703 South 8th Box 316
Petersburg, IL 62675
home: 217/632-2371
work: 217/632-3216

Carleen Presley
Instructur
470 Raintree Ct. 1G
Glen Ellyn, IL 60137
home: 312/858-4112
work: 312/469-6500

Wendell G. Anderson (application is with clerical and secretarial staff)
Director, University-wide Projects
University of Illinois
118b Illini Hall
725 South Wright Street
Champaign, IL 61820
work: 217/333-1460

Frederick M. Hoagland
6257 West 87th Street
Reavis High School
77th and Austin Ave
Burbank IL 60459
home: 312/599-4498
work: 312/599-7200

People who would possibly provide technical assistance (after they become more familiar with it).

Diane Isenberg
B.E. Teacher
Glenbrook North High School
2300 Shermer Road
Northbrook, IL 60062
home: 312/537-8164
office: 312/272-6400 ext 203

Margaret Chambers
Bus. Ed. Supervisor
Glenbrook North High School
2300 Shermer Road
Northbrook, IL 60062
office: 312/272-6400 ext 261

Vera Wood
Bus. Ed. Teacher/O.O. Coordinator
Belleville Township High School West
2600 West Main Street
Belleville, IL 62221
home: 618/277-3188
office 618/233-5070

Pearl M. Washington
COE Coordinator
4901 State Street
East St. Louis Jr. High School
East St. Louis, IL 62205
home: 618/398-2636
office: 618/874-8100

Mary Ellanson
Business Education Dept. Chair
Oak Lawn Community High School
94th and Southwest Highway
Oak Lawn, IL 60453
home: 312/352-1988
work: 312/424-5200 ext 77

Terri Berns
Business Teacher
158 N. Douglas
Springfield, IL 62702
home: 217/787-3034
office: 217/483-2424

Mary Jane Munsell
Bus. Teacher
101 12th Ave.
Rock Falls, IL 61761
work: 815/625-3886

Mary Ellen Moerke
Business Teacher
Huntley High School
12015 Mill St.
Huntley, IL 60142
home: 312/669-5239
office: 312/669-5171

May 11, 1982

Dear

Our records indicate that approximately three to six months ago you received a copy of a Word Processing Guide at a presentation you attended during a statewide conference sponsored by the Illinois Vocational Association, Illinois Business Education Association, or the Illinois Adult and Continuing Education Association.

On the Presentation Review Form, you agreed to participate in a follow-up study to determine the extent to which the guide is being used. The follow-up form for the guide is enclosed. Please complete the form and return it in the enclosed self-addressed envelope by June 15, 1982. Thank you for your cooperation.

Sincerely,

Carol Sanders
Principal Investigator
Dissemination Project

CS/cja/AA/TH

JOB CREATION

Workshop Review

Name_____ Address_____

Position_____ _____

Phone_____ _____

1. Were incentives offered to you to attend this workshop?

____yes (answer question 1a)

____no (skip question 1a)

a. What incentives were offered? (i.e., time and travel reimbursed, released time, board credit, etc.) _____

_____

Who offered them? _____

Did they affect your decision to attend this workshop?_____

2. How did you find out about this workshop?_____

_____

3. Indicate the effect the following had on your decision to attend this workshop:

	Had No Effect	Had a Negative Effect	Had a Positive Effect
a. Subject of the Workshop	1	2	3
b. Time of Workshop	1	2	3
c. Length of Workshop	1	2	3
d. Information received or personal contact made prior to Workshop	1	2	3

4. How well did this Workshop assist you in:

	Very Little	Somewhat	Extremely Well
a. Understanding the Job Creation materials and how they could be used	1	2	3
b. Deciding whether or not to use the Job Creation materials	1	2	3

please complete both sides →

5. Whose decision was it for you to attend this workshop?

☐ My own

☐ I was requested to attend (specify position of person):

_____

6. Did you come to this workshop:

☐ Alone

☐ With Colleagues

7. Do you feel a need for more information or further assistance? (i.e., technical assistance, encouragement and support, communication with other workshop participants, information on how others are using the materials, etc.). Please specify.

Please feel free to comment on any aspects of this presentation.

In approximately 3 months a short follow-up study will be conducted to determine the extent to which the Job Creation materials are being used. If you agree to be part of this follow-up you will receive a complimentary copy of the material for your use.

____ I agree to participate in the follow-up study.

_____ _____
date signature

note: Please make sure your name and address are complete on the front of this form as this is the address to which the follow-up form will be sent.

JOB CREATION WORKSHOP
February 18, 1982

Guadalupe T. Anguello
201 N. Wells, Suite 1220
Chicago, IL 60606

Eugene Barnewalt
Plainfield High School
Plainfield, IL 60544

Jim Beckman
226 N. Jackson
Batavia, IL 60510

Julianna Bickus
McKnight Publishing Co.
808 IAA Dr.
Bloomington, IL 61701

Jim Bizaillion
O'Fallon Township High School
600 S. Smiley St.
O'Fallon, IL 62269

Betty Bromley
Black Hawk College
Moline, IL 61265

Richard G. Etherton
Prospect High School
801 W. Kensington
Mt. Prospect, IL 60056

Jane K. Falls
Mundelein High School
1350 W. Hawley
Mundelein, IL 60060

Clifford D. Fields
Chicago City-wide College
185 W. Wabash
Chicago, IL 60601

Judith A. Greer
United Township High School
Archer Dr. & 42nd Ave.
East Milline, IL 61244

V.W. Griffith
Arlington High School
503 W. Euclid
Arlington Hts, IL 60004

Alfred J. Hemauer
121 S. Pine
Palatine, IL 60067

Edna Holloway
10056 S. Peoria St.
Chicago, IL 60643

G. Jaros
3455 S. Wabash
Chicago, IL 60616

Marshall F. Knox
9719 So. Yale
Dunbar Voc

Cheryl Long
506 Huber
Glenview, IL 60025

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Decabur Public Schools
101 W. Cerro Gordo
Decatur, IL 62523

Mary Payne
John Wood Community College
1919 N. 18th
Quincy, IL 62301

Valerie Pilotte
Highland Community College
Pearl City Road
Freeport, IL 61032

C. Ray
803 E. 101st Street
Chicago, IL 60628

Marilyn Smith
Spartan Trail
Sycamore, IL 60178

Ben E. Taylor Jr.
Richland Community College
2425 Federal Dr.
Decatur, IL 62522

Steve Tunell
Plainfield High School

Pierce Vaugh
3301 W. Franklin
Chicago, IL

JOB CREATION WORKSHOP

March 5, 1982

Linda Baskin
Dugdale Circle
Waukegan, IL 60085

Helen Bock
9652 S. Michigan
Harlan High School
Chicago, IL 60628

June Brownell
Ridgewood High School
7500 Montrose
Norridge, IL 60634

Mimi Carpman
3601 Milwaukee
Chicago, IL 60618

Larry J. Chapman
Black Hawk Area
Special Ed. District
Moline, IL 61265

Kevin Curry
Danville High School
N. Jackson St.
Danville, IL 61832

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Near North Career M.H.S.
1450 N. Larabee
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Morgan Park High School
1744 W. Pryor
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2710 E. 89th St.
Bowen High School
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Minnie L. James
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231 N. Pine
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Al Grzelak
1125 Division St.
Chicago Hts. IL 60411

Steve Johns
McKinley School
210 Avenue C
Danville, IL.

Scott Kroman
Marshall High School
3250 W. Adams
Chicago, IL 60624

Mary Pat McKenna
Senn High School
5900 N. Glenwood
Chicago, IL 60645

Jeanette Miklaucic
Dugdale Circle
Waukegan, IL 60085

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New Berlin, WI 53151

Doris Odem
Chicago Board of Ed., Room 642
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Chicago, IL 60601

Diane Pawelek
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Trilogy
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3600 23rd Ave.
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Beverly Serota
Marshall High School
3250 W. Adams
Chicago, IL 60624

Rosanne Smith
1562 Schilling Ave.
Chicago, Heights, IL.60411

Tad Smith
502 Elm Place
Princeton, IL 61356

Beverly Smith
2400 Southern Terrace
DeKalb, IL 60115

Austine E. Stuart
6220 S. Stony Island
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Dave Steenrod
Freeport Senior High
Freeport, IL

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Chicago, IL 60620

Clement Townsend
4445 S. Drexel Blvd.
Chicago, IL

Bob Wilkin
Holden Sp. Ed. Center
1104 W. 31st St.
Chicago, IL 60608

Brian Wojtysiak
Watseka High School
138 Belmont Ave.
Watseka, IL 60970

JOB CREATION WORKSHOP
March 18, 1982

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13049 S. Ridgeland
Palos Heights, IL 60462

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Bruce Curry
305 S. Henderson
Mr. Zion, IL 62549

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Champaign, IL 61820

Tac Foster
Clinton High School
Rt. 54 West
Clinton, IL 61727

Michael Hawley
Warrensburg-Latham High School
Box 247
Warrensburg, IL 62573

Charles F. Lauss
Pekin Community High School
(P.A.V.C.)
Pekin, IL 61554

Owen R. McCorkle
Macon High School
Macon, IL 62544

Glen S. Mills
St. Elmo High School
St. Elmo, IL 62458

Betty Moore
Kincaid High School
Kincaid, IL 62540

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386 Education Bldg.
U. of I.
1310 S. Sixth St.
Champaign, IL 61820

John Roark
1450 E. North
Decatur, IL 62521

Beverly Ross
Arthur High School
301 E. Columbia
Arthur, IL 61911

Karen Williamson
Villa Grove High School
Rt. 130 N. (N. Sycamore St.)
Villa Grove, IL 61956

J.D. Zachary
lakeland College
Mattoon, IL 61938

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Job Creation Workshop Review

EBCE Conference - March 26, 1982

Charles Alessi
"Greenhouse"
address unknown

Keith Bagley
Bonny Eagle High School
W. Buxton, ME 04093

Darl Baumgardner
200 W. Cruger
Eureka, IL 61530

*Sherry Binkley
Tates Creek High School
Centre Parkway
Lexington, KY 40509

Jan Bloxham
Kane County CETA
437 Dundee Ave.
Elgin, IL 60120

Linda B. Bower
1209 N. Dupre
New Orleans, LA 70119

Ron Bucknam
1200 19th St., N.W. Stop 4
Washington, D.C. 20208

John Cassani
1515 South 4th St.
Dekalb School Dist. 426
Dekalb, IL

Al Church
2166 S. 1700 E.
Salt Lake City, Utah

Bruce V. Cubbin
3801 E. Beltline
Grand Rapids, Mich. 49505

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500 W. Elk Grove
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Orangeburg, NY 10962

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Bishop Carroll High School
4624 Richard Rd., S.W.
Calgary Alta
Alberta, Canada

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201 E. Jefferson
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J. Gyurino
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Byron Jeffries
Metcalfe Co High School
Edmonton, KY 42129

Diane Kjos
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Suite 203E
Springfield, IL

Anne M. LoPiccalo
E.B.C.E.
Pocatello School Dist. #25
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Pocatello, ID 8320[illegible]

Alan Martin
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Gresham, OR 94030

Nancy McIlvoy
DAVTE
100 N. First St.
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Ronald Nelson
401 S. Military Rd.
Fond du lac, Wis. 54935

Linda Olson
2310 53rd St.
Lubbock, TX 79412

Chuck Maxson
1086 Claridge Ct.
Lexington, KY

Sharon Shelton
913 57th St.
Kenosha, WI 53140

Nancy Stone
4 Old Hunt Rd.
Northbrook, IL 60062

Quentin Weidner
330 Ave. M
Ft. Dodge, Iowa

Glen A. Wood
18695 W. Cleveland
New Berlin, Wis. 53451

* did not sign up for followup.

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Workshop Review

March 29 - L. Meyer - Chicago

Mrs. Betty Collins
9104 Sacramento
Evergreen Park, IL 60642

Ethel Doogan
1116 Northwest Highway
Park Ridge, IL 60068

Maureen Drain
2534 N. Nordica
Chicago, IL 60635

Ms. Janie A. Gay
9105 S. May
Chicago, IL 60620

Mrs. Delores Jackson
3000 S. King Dr.
Dunbar Voc. High School
Chicago, IL 60616

Gloria Janowski
3229 N. Pacific
Chicago, IL 60634

Mrs. Gloria Kizart
11646 S. Throop
Chicago, IL 60643

Ronald E. Knimz
2148 N. Long
Prosser Voc. High School
Chicago, IL 60635

William J. Lambrakis
4951 W. Fairview Lane
Skokie, IL 60077

*Wyssie E. Lenard
640 S. 12th Ave.
Maywood, IL 60153

Mike Lopushonsky
4941 N. Troy
Chicago, IL 60625

Dan Magner
2255 W. 107th St.
Chicago, IL 60643

Davida Z. Rodman
9256 N. Kolmar
Skokie, IL 60076

Mario Rodriguez
2633 N. Whipple
Chicago, IL

Leon Mayer
355 Education Bldg.
1310 S. 6th St.
Champaign, IL 61820

Rosalind G. Singleton
266 Washington
Oak Park, IL 60302

Arlene Smith
3902 W. Fillmore
Chicago, IL 60624

Ms. Sarmite Telle
922 W. North Blvd. #207
Oak Park, IL 60301

*Fanya Wiggins
2880 Twin Oaks Dr.

Glen Williams
420 S. Home
Oak Park, IL 60302

*Did not sign up for follow-up.

Job Creation Workshop
April 22 meeting, Mt. Vernon, IL

James Adams
1906 Jerome
Godfrey, IL

Don W. Davis
Alexander-Pulaski Voc. Center
2nd and Washington Streets
Tamms, Ill. 62988

Dale Dickerson
322 E. Central
Bethalto, IL 62010

Clint Evans
777 N. Wood River Ave.
Wood River, IL 62095

Harold E. Finn
601 N. 18th St.
Mt. Vernon, IL 62804

B. H. Franklin
800 Range Lane
Cahokia, IL 62206

Ed. Gieselman
Mt. Vernon Twp. High School
320 South 7th St.
Mt. Vernon, IL 62864

Marilyn Holt
Box 38
114 E. Washington
Flora, IL 62839
Melody Kidd
Rt. 2 Box 88
Tamaron, IL 62888

Ben Klein
800 Range Lane
Cahokia, IL 62223

Ron Wilson

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Job Creation Workshop
May 12, 1982
at NCE

Joe Agnello
Voluntary Action Center
104 S. Michigan #1100
Chicago, IL 60603

Gizelle L. Bassett
1114 S. St. Louis
Chicago, IL 60624

Bobbie Bradley
Career Guidance Center
185 N. Wabash, room 800
Chicago, IL 60601

Sharon Bruce
Career Guidance Center
185 N. Wabash Ave., 800
Chicago, IL 60601

Vicki Doree Coleman
1500 Chicago Ave. Apt 822
Evanston, IL 60201

Mary Dietz
Warren Township H.S.
500 O'Plaine Rd.
Gurnee, IL 60031

Laurie Francis
Round Lake High School
800 High School Dr.
Round Lake, IL 60073

Dorothy Michno
Warren Township High School
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Sharon M. Moody
Kennedy-King College
6800 S. Wentworkt, room 3265 south
Chicago, IL 60621

James Polo
10900 S. 88th Ave.
Palos Hills, IL 60465

Rosemary Steward
11317 S. Peoria
Chicago, IL 60643

Vivian Thompson
1910 W. 88th St.
Chicago, IL 60620

Joann Williams
4747 S. King Dr.
Chicago, IL 60643

Job Creation Workshop
May 19 St. Louis

Shirley Blosingame
1254 Niedringhaus
Granite City, IL

Mary Jo Buesteton
Lew & Clark College
Financial Aid Analyst
Godfrey, IL

Cebra Chamness
200 Hillsboro
PO Box 670
Edwardsville, IL 62025

1254 Niedringhaus
Granite City, IL

J. Stephen Dolan
510 E. 6th St.
PO Box 218
Alton, IL 62002

Susan Hansberry
Alton Senior High School
2200 College Ave.
Alton, IL 62002

Nancy Ness
Venise - Lincoln Tech. Center
South Fourth St.
Venise, IL 62090

Betty Hudak
18 Pine Lake Dr.
Collinsville, IL 62234

Ken Miller
300 W. King St.
Fairfield, IL 62837

Don J. Nigra
RR 1
St. Jacob, IL

Joe Pukach
Lewis & Clark Community College
5800 Godfrey Rd.
Godfrey, IL 62035

K. Duane Rankin
South 4th St.
Venice, IL 62090

Mary Donna Scaturro
Venice - Lincoln Tech. Ctr.
Venice, IL 62090

Don Shaffner
3101 Madison Ave.
Granite City, IL 62040

Kathy Sidwell
1623 Washington Ave.
room 301
Alton, IL 62002

George C. Terry
Lewis & Clark College
5800 Godfrey
Godfrey, IL 62035

Pamela Winters
3706 Horn St.
Alton, IL 62002

September 15, 1982

Dear

Our records indicate that approximately three to eight months ago you received a copy of a Job Creation curriculum at a presentation you attended.

At the time you received your copy of the curriculum, you agreed to participate in a follow-up study to determine the extent to which the material is being used. The follow-up form is enclosed. Please complete the form and return it in the enclosed self-addressed envelope by October 8, 1982. Thank you for your cooperation.

Sincerely,

Peter Seidman
Research and Development

_____

FOLLOW-UP

JOB CREATION CURRICULUM

Date_____

(optional)

Name_____ Address_____

Position_____ _____

Home Phone_____ _____

Work Phone_____ _____

I received the Job Creation curriculum at:

_____ The Illinois Vocational Association Convention (Arlington Heights)

_____ State Association of Special Education and Career Education Meeting (Holiday Inn, O'Hare Airport)

_____ Workshop at Adolf Meyer Zone Center (Decatur)

_____ National Experience Based Career Education Association Conference (Arlington Heights)

_____ Prosser High School (course presentation)

_____ Mount Vernon Township High School (workshop)

_____ National College of Education (workshop)

_____ Other (please indicate)_____

_____

1. _____ I am using the material (go on to question 3).

_____ I plan to use the material in the near future (go on to question 3).

_____ I am not using the material and do not plan to use it (answer question 2).

2. If you are not using the material, or do not plan to use it; please share the reasons (indicate all that apply): Go on to question 5.

_____ I need additional information, please have a consultant call.

_____ My district needs assistance in adopting/adapting the materials, please call to schedule training.

_____ I need administrative support.

_____ The materials are not applicable to my situation because:

_____

_____

_____ Other, please explain: _____

_____

(over)

3. If you are using or plan to use the material, indicate how (indicate all that apply):

_____ I have adopted the material in whole.

_____ I have adopted/will adopt sections/parts of the material. How:

_____

_____

_____

_____ I am using/will use the material as a teacher resource.

_____ I am using/will use the material as a supplementary student resource.

_____ I have recommended the material to colleagues.

4. Approximately how many students are being or will be affected a semester as a result of your receiving a copy of the Job Creation curriculum? _____

5. In thinking back over the workshop presentation you attended at which you received the Job Creation curriculum, how effective were the activities in assisting you to:

	Not Very Effective		Effective
a. Become aware of the content?	1	2	3
b. Understand how the material could be used?	1	2	3
c. Decide whether or not to use the material?	1	2	3
d. Adopt/adapt the material?	1	2	3

6. List the activities you used to promote usage of the Job Creation curriculum in your school/district that you thought were particularly effective.

_____

_____

_____

_____

7. Would you be interested in providing technical assistance to other individuals/districts interested in adopting/adapting the Job Creation curriculum?

_____ No _____ Yes

If yes, please be sure to complete the optional contact information on the first page of this form.

7

EXHIBIT B

"ABC's of Resource Utilization" Conference Materials

Chicago

- Conference Agenda
- Conference Sponsors
- Conference Participants
- Group Assignments

Springfield

- Conference Agenda
- Conference Sponsors
- Conference Participants
- Group Assignments
- Photographic Model Release

- Conference Brochure
- Individual Action Plan
- Quick Reference

ABC's OF RESOURCE UTILIZATION
(Attaining Better Coordination)

May 3 & 4, 1982

Caravelle Motor Inn; Rosemont, Illinois

CONFERENCE AGENDA

MAY 3

8:30 to 9:15	Registration	
9:15 to 9:25	Welcome: John Washburn.....	Regency Room
9:25 to 9:40	Conference Expectations: Carol Sanders.....	Regency Room
9:45 to 12:00	Resource Awareness: Representatives of Illinois Resource Systems	
		Small Room / Room 125
9:45 to 10:25	Session 1.....	Groups A & B / Groups C & D
10:25 to 10:35	Coffee Break (Regency)	
10:35 to 11:15	Session 2.....	Groups A & C / Groups B & D
11:20 to 12:00	Session 3.....	Groups A & D / Groups B & C
12:00 to 1:00	Luncheon.....	Regency Room
	Address: Larry Werner -- Chair: Peter Seidman	
1:00 to 2:25	Communication (concurrent sessions)	
1:00 to 1:40	Forms of Communication.....	Room 125
	Presenter: Tom Hindes Chair: Susie Shackleton	
	Giving and Receiving Feedback.....	Room 147
	Presenter: Shirley Menendez Chair: Wynette Barnard	
	Resolving Conflict.....	Small Room
	Presenter: Greg Goodman Chair: Larry Werner	
1:45 to 2:25	Repeat of Communication Sessions	
2:25 to 2:35	Coffee Break.....	Outside Regency Room
2:35 to 4:00	Resource Utilization (concurrent sessions)	
2:35 to 3:15	Cutting Through the Red Tape.....	Room 125
	Presenter: Tom Hindes Chair: Susie Shackleton	
	Role & Function as a Change Agent..	Sm. Rm.
	Presenter: Greg Goodman Chair: Larry Werner	
	Adoption/Adaptation.....	Room 147
	Presenter: Shirley Menendez Chair: Wynette Barnard	
3:20 to 4:00	Repeat of Resource Utilization Sessions	
4:00 to 4:15	Reflections.....	Regency Room
5:00 to 6:30	Informal Get-Together.....	Room 229

MAY 4

8:00 to 8:30	Coffee and rolls.....	Regency Room
8:30 to 9:30	Cooperation/Collaboration..... Presenter: Norman Singer -- Chair: Rebecca Douglass	Regency Room
9:30 to 10:30	Action Plans: Earl Russell.....	Regency Room
10:30 to 10:45	Coffee Break.....	Outside Regency Room
10:45 to 11:45	IMPROVED VOCATIONAL EDUCATION THROUGH A PLANNED CHANGE PROCESS..... Presenter: Margaret Ferqueron -- Chair: Earl Russell	Regency Room
11:45 to 12:00	Wrap-Up.....	Regency Room

ABC's OF RESOURCE UTILIZATION
(Attaining Better Coordination)
May 3 & 4, 1982

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ABC's of Resource Utilization Conference
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May 3 & 4, 1982

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ABC's OF RESOURCE UTILIZATION
(Attaining Better Coordination)

May 5 & 6, 1982

Sangamon State University

CONFERENCE AGENDA

MAY 5

8:30 to 9:15	Registration		
9:15 to 9:25	Welcome: John Washburn		Rooms A & B
9:25 to 9:40	Conference Expectations: Carol Sanders		Rooms A & B
9:45 to 12:00	Resource Awareness: Representatives of Illinois Resource Systems		
		Room 1	Room 2
	9:45 to 10:25 Session 1	Groups A & B	Groups C & D
	10:25 to 10:35 Coffee Break (A&B)		
	10:35 to 11:15 Session 2	Groups A & C	Groups B & D
	11:20 to 12:00 Session 3	Groups A & D	Groups B & C
12:00 to 1:00	Luncheon Address: James Galloway -- Chair: Peter Seidman		Room G
1:00 to 2:25	Communication (concurrent sessions)		
	1:00 to 1:40 Forms of Communication Presenter: Tom Hindes Chair: Susie Shackleton		Room H
	Giving and Receiving Feedback Presenter: Shirley Menendez Chair: Wynette Barnard		Room I
	Resolving Conflict Presenter: Greg Goodman Chair: Cliff Irwin		Room E
	1:45 to 2:25 Repeat of Communication Sessions		
2:25 to 2:35	Coffee Break		Lounge off Rooms H & G
2:35 to 4:00	Resource Utilization (concurrent sessions)		
	2:35 to 3:15 Cutting Through the Red Tape Presenter: Tom Hindes Chair: Susie Shackleton		Room H
	Role and Function as a Change Agent Presenter: Greg Goodman Chair: Cliff Irwin		Room E
	Adoption/Adaptation Presenter: Shirley Menendez Chair: Wynette Barnard		Room I
	3:20 to 4:00 Repeat of Resource Utilization Sessions		
4:00 to 4:15	Reflections		Rooms A & B
5:00 to 6:30	Informal Get-Together		Holiday Inn South

MAY 6

8:00 to 8:30	Coffee and Rolls	Rooms A & B
8:30 to 9:30	Cooperation/Collaboration Presenter: Norman Singer -- Chair: Rebecca Douglass	Rooms A & B
9:30 to 10:30	Action Plans: Earl Russell	Rooms A & B
10:30 to 10:45	Coffee Break	Rooms A & B
10:45 to 11:45	IMPROVED VOCATIONAL EDUCATION THROUGH A PLANNED CHANGE PROCESS Presenter: Margaret Ferqueron -- Chair: Earl Russell	Rooms A & B
11:45 to 12:00	Wrap-Up	Rooms A & B

ABC's OF RESOURCE UTILIZATION
(Attaining Better Coordination)

May 5 and 6, 1982

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May 5 & 6, 1982

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* Presenters ** Group Facilitators

Sangamon State University
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Date_____ Model_____

Address_____

_____

Witness_____

The ABC's of Resource Utilization Conference

- One and one-half day conferences for representatives of Illinois resource networks and agencies interested in enhancing communication, cooperation and collaboration

- Two conferences from which to choose: (conferences will adjourn by 1 pm on second day)
  - May 3 & 4, 1982 Chicago Area (Triton College, River Grove)
  - May 5 & 6, 1982 Springfield (Sangamon State University)

- Conference participants will receive a copy of the Project's Dissemination Manual for Enhancing Program Improvement

- Formal and informal sessions will be held

- Topics will include:
  - Resource Awareness
  - Forms of Communication
  - Giving and Receiving Feedback
  - Resolving Conflict
  - Cutting Through the Red Tape
  - Role and Function as a Change Agent
  - Adoption/Adaptation
  - Cooperation/Collaboration

Register Now: Reserve your space as registration is limited.
$15 Conference fee includes soft drinks, coffee, rolls and lunch

Registration Deadline: April 15, 1982

Motel/Hotel:

Rosemont (Chicago): Caravelle Motor Inn
Single: $37.00 plus tax
Double: $42.00 plus tax
312/678-2525

Springfield: Holiday Inn South
Single: $25.00 plus tax
Double: $36.75 plus tax
217/529-7131

When making your room reservations in Springfield indicate that you are a participant of the Conference on "The ABC's of Resource Utilization" to obtain the above rates.

Additional conference information will be sent upon receipt of registration form and conference fee.

For additional information concerning the conference, contact Dr. Carol S. Sanders at the University of Illinois at 217/333-8029.

I will attend the Conference on "The ABC's of Resource Utilization (Attaining Better Coordination)" at:

_____ Triton College on May 3 & 4, 1982 (River Grove, IL)

_____ Sangamon State University on May 5 & 6, 1982 (Springfield, IL)

Name _____ Agency _____

Address _____ Phone (day) _____

_____

_____

_____ A $15 check made out to Dissemination Project to cover registration fee is enclosed

_____ Voucher copy is enclosed, check will follow

Mail form and check by April 15, 1982 to name and address on reverse side of form

Return Form and $15 check to:

Dr. Carol S. Sanders
Dissemination Project
University of Illinois
32 Education Building
1310 S. Sixth St.
Champaign, IL 61820

An equal opportunity employer

Donald Gill
State Superintendent of Education

Edward Copeland
Chairman

100 North First Street
Springfield, Illinois 62777

Illinois
State Board of
Education

The ABC's of Resource Utilization
(Attaining Better Coordination)

Illinois
State Board of
Education

A Conference Sponsored by:
- The Dissemination Project
  University of Illinois
- Illinois Vocational Curriculum Center
  Sangamon State University
- Illinois Resource and Dissemination Network
  Illinois State Board of Education

INDIVIDUAL ACTION PLAN

The ABC's of Resource Utilization Conference

Framework: What did you learn?
What good is it?
How will you use it?
WHEN will you use it?

1. List the main ideas, concepts, insights, or techniques gained at this conference which are related to your job. (Use separate sheet(s) if necessary.)

2. Specify the situations, problems or priorities to which each of the above may be applied in your job. (Use separate sheet(s) if necessary.)

3. List the ACTIONS you can take to apply what you learned to the situation, problems, or priorities above. (Use separate sheet(s) if necessary.)

4. Beside each of the actions listed, record your best estimate of when it should be accomplished (month/day/year).

NAME _____

AGENCY _____

ADDRESS _____

_____

PHONE _____
(area code) (number)

81

Quick Reference
National Linkers

C11

Organization	Description	Page	Contact
AAVIM American Association for Vocational Instructional Materials	-Devoted to preparation and distribution of instructional materials for vocational education. -Dedicated to the improvement of teaching through better information and teaching aids.	42	Harold Parady, Executive Director Engineering Center Athens, Georgia 30602 404/542-2586
D & U/ NCRVE Dissemination and Uitlization/The National Center for Research in Vocational Education	-Assists vocational education practitioners and product developers in finding, sharing, and using some of the best educational products available. -Provides technical assistance in planning, arranging and conducting product orientation and training activities on-site.	43	Jay Smink Program Director The National Center for Research in Vocational Education The Ohio State University 1960 Kenny Road Columbus, Ohio 43210 614/486-3655 or 800-848-4815
ERIC Educational Resources Information Center	-National information system operated by NIE, the goal of which is to identify, select, process and disseminate information in education. -Provides monthly reference publications, microfiche and paper copies of materials, review and synthesis papers, and computer searches.	44	Juliet Miller, Director ERIC Clearinghouse on Adult, Career and Vocational Education (above address and phone no. at The Ohio State University)

Organization	Description	Page	Contact
IDECC Interstate Distributive Education Curriculum Consortium	A curriculum organization made up of membership of 30 states which provides for individualization and specialization of instruction within distributive education.	47	Jim Gleason 1166 Chesapeake Ave. Columbus, Ohio 614/422-4202
MAVCC Mid-America Vocational Curriculum Consortium	A 15-state network designed to develop mutually needed curriculum materials that any one state would not be likely to develop on its own, disseminates materials to member and non-member states.	49	Ann Benson 1515 West Sixth Ave. Stillwater, Oklahoma 74074 405/377-2000
CEMREL Midwest Regional Exchange Laboratory	Provides information, referral, training, and consultation services to support dissemination and school improvement efforts in a 10-state region in the Midwest.	50	Carol Thomas, Director 3120 59th Street St. Louis, Missouri 63139 314/781-2900
NDN National Diffusion Network	Mechanism to promote the dissemination of new educational ideas, products and programs; assists schools in improving their educational programs through the adoption of already developed, evaluated exemplary educational products.	52	Shirley Menendez, Director Ill. Statewide Diffusion Network Facilitator Center 1105 East Fifth St. Metropolis, Illinois 62950 618/524-2664

Organization	Description	Page	Contact
NNCCVTE/ECNCC National Network for Curriculum Coordination in Vocational and Technical Education	Consists of 6 curriculum coordination centers; designed to provide an orderly system for sharing curriculum information; designed to help state vocational educators and vocational teachers, counselors and administrators better meet the needs of business and industry for well trained and productive workers.	53	Rebecca Douglass, Director East Central Network for Curriculum Coordination Sangamon State University Springfield, IL 62708 217/786-6375
NOCTI National Occupational Competency Testing Institute	Provides high-quality teacher and student occupational competency examinations to the vocational education community; 46 states and the District of Columbia participate in the program as a Consortium of states, governed by a Board of Trustees	56	Gordon G. McMahon National Occupational Competency Testing 45 Colvin Avenue Albany, New York 12206 518/482-8864
RDx The Research and Development Exchange	Network of regional educational laboratories and university based R & D centers working to support state and local school improvement efforts; initiated to help practitioners use R & D resources to improve educational practice.	58	Bud Grossner Ill. State Board of Education 100 North First St. Springfield, IL 62777 217/782-5418

Organization	Description	Page	Contact
USED United States Department of Education, Region V	To ensure equal educational opportunities for all citizens; strengthen the Federal commitment to support state and local efforts; encourage increased involvement of the publics, parents, and students in Federal education programs; promote improvements in quality of education through research, evaluation and information sharing; improve coordination, management and accountability of Federal education programs.	62	Harold Wright Secretary's Regional Representative 300 South Wacker Drive Chicago, Illinois 60606 312/353-5215
USDOL/ETA United States Department of Labor Region V, Employment and Training Administration	Serves as a depository for documents from the national ETA clearinghouse. The general collection consists of technical reports generated by projects funded by the U.S. Department of Labor, Management Assistance Staff, course materials, technical assistance and training instructional training packages, ETA Publications, audio-visual materials and periodicals, such as the Employment and Training Reporter, CETA monitor.	67	Kathy Berry U.S. Department of Labor Employment and Training Administration ETA Resource Center 230 South Dearborn, 6th Floor Chicago, Illinois 60604 312/353-5061
V-TECS The Vocational-Technical Education Consortium of States	Designed to produce valid, up-to-date materials in vocational-technical curricula development, program planning, and program evaluations.	69	Ronald McCage Southern Association of Colleges and Schools 795 Peachtree St., NE Atlanta, Georgia 30365 404/897-6158

Organization	Description	No. of Regions	Page	Contact
Adult Education Service Centers	Serves the professional development needs of staff involved in the field of adult basic and adult secondary education--teachers and administrators as well as state department staff.	5 regional centers and 1 statewide service center	73	Dennis Terdy, Director Statewide Ill. ESL/AE Service Center 500 S. Dwyer Ave. Arlington Heights, IL 60005 312/870-4157
Bilingual Education Service Center	Provides supportive services and inservice training to educational and community agencies serving the vocational education needs of limited English speaking persons.	not applicable	76	Larry Chase Bilingual Ed. Service Center 500 S. Dwyer Ave. Arlington Heights, IL 60005 312/870-4100
Career Education Service Centers	Provide assistance to local educational agencies in the identification, development, implementation, and evaluation of career education programs, also disseminates information, procedures, and guidelines necessary for acquiring financial support.	7 regional centers	77	Nancy Harris, State Coordinator for Career Ed. Special Programs Section Ill. State Bd. of Education 100 North First St. Springfield, IL 62777 217/782-5098

Organization	Description	No. of Regions	Page	Contact
Career Guidance Centers	Disseminates information, products and programs on counseling, guidance and the world of work which are developed locally or produced through state funded projects (mainly program improvement efforts)	18 regional offices	79	Joan Gardner Guidance and Occupational Information Special Programs Section Ill. State Bd. of Ed. 100 North First St. Springfield, IL 62777 217/782-5098
ICEI Illinois Centers for Educational Improvement	Enables public and non-public local education agencies to (1) become more aware of proven educational resources available for remediating identified local and/or area needs and (2) access technical assistance resources.	8 regional offices	82	Neil Tucker Illinois State Board of Ed. 100 N. First Street Springfield, IL 62777 217/782-3810
Cooperative Extension	Provides information on operating a farm business more efficiently, creating a better home, or building a better community; county extension advisors convert the latest scientific information into practical, down-to-earth answers; information is presented in public, by phone, by mail, at meetings, in newspapers, and on radio and television.	10 regional offices	84	Violet Malone, State Leader University of Illinois Cooperative Extension Service 330 Mumford Hall Urbana, IL 61801 217/333-1132

Organization	Description	No. of Regions	Page	Contact
Consultant Services Section, Dept. of Adult, Vocational and Technical Educ.	Provides resource specialists and specialized consultive services in agriculture, business, marketing and management, health, home economics, industrial occupations, special needs, and civil rights.	not applicable	86	Louise Dailey, Manager Consultant Services Section Ill. State Bd. of Educ. 100 North First St. Springfield, IL 62777 217/782-4877
CPC Curriculum Publications Clearinghouse	Provides curriculum materials developed through activities of the Ill. State Bd. of Education, Dept. of Adult, Vocational and Technical Education on a cost-recovery basis.	not applicable	88	F. Gene Miller, Director Curriculum Publications Clearinghouse Western Ill. University Horrabin Hall, 46 Macomb, IL 61455 800/322-3905 (within IL) 309/298-1917 (outside IL)
Illinois Network for Displaced Homemakers	A communications network for the various displaced homemaker programs in Illinois; individual displaced homemakers; and agencies that are potential or actual service providers to displaced homemakers.	9 centers	89	Rita Davis Ill. Network for Displaced Homemakers Sangamon State Univ. Springfield, IL 62708 800/252-8969 (within IL) 217/782-1402 (outside IL)

Organization	Description	No. of Regions	Page	Contact
Education/CETA Linkages Project	Focus of the project is for CETA and educational programs to (1) increase communication and interaction (2) share resources, (3) work jointly to solve mutual problems, and (4) jointly provide new or improved training programs and support services.	4 regions	91	Nancy McIlvoy Project Administrator Ill. State Bd. of Educ. 100 North First St. Springfield, IL 62777 217/782-5098
ESRs Educational Service Regions	Statewide system of structures with authority to conduct services on behalf of the state and for local school districts; many services are supervisory while others supplement the resources and services available within the districts.	57 regions	93	Cliff Irwin Illinois State Bd. of Educ. 100 N. First Street Springfield, IL 62777 217/782-2927
Gifted Area Service Centers	Provide professional development for local district gifted reimbursement programs in identification, program planning, program implementation and program evaluation.	7 regions	99	Wilma Lund Illinois State Bd. of Educ. 100 N. First St. Springfield, IL 62777 217/782-3810

Organization	Description	No. of Regions	Page	Contact
Illinois Demonstration Network	Local school districts demonstrate adopted state and/or national validated programs for the purpose of exporting their products/processes to other school districts throughout the state.	not applicable	101	Susan Richardson ESEA Title IV N-253 Ill. State Board of Educ. 100 North First St. Springfield, IL 62777 217/782-3810
ILLINET Illinois Library and Information Network	Provides access to millions of books, films, periodicals, video-tapes, microforms, documents, etc.; helps obtain materials from academic, public, school and special libraries through interlibrary loan.	18 regional library systems	102	Preston Levi Library Development State Library 5th Floor, Centennial Bldg. Springfield, IL 62706 217/785-0318
IRDN Illinois Resource/ Dissemination	Provides local educational agencies with information pertaining to school improve-ment efforts; shares resources statewide and assists school districts in acquiring and using resources for policy and program-matic decision making.	not applicable	105	Lawrence K. Werner Project Director Ill. State Bd. of Educ. 100 North First St. Springfield, IL 62777 217/782-0762

Organization	Description	No. of Regions	Page	Contact
SACVE State Advisory Council on Adult, Vocational and Technical Educ.	Independent of the Ill. State Bd. of Education and state and local governments; required by law in order to receive federal monies for vocational education; has 32 members appointed by the Governor to serve in 20 categories established by federal legislation; legislation outlines responsibilities of SACVE.	not applicable	107	Peter Johnson Executive Director 100 Alzina Bldg. 100 North First St. Springfield, IL 62777 217/782-2892
ISBE/DAVTE Illinois State Board of Education, Dept. of Adult, Vocational and Tech. Education	One of a number of dept's. within the Ill. State Bd. of Educ. designated to administer federal and state revenues to provide all citizens with educational opportunities in (1) Voc. and Tech. Ed., (2) career ed., (3) adult ed., and (4) comprehensive training under CETA.	not applicable	110	James R. Galloway Asst. Superintendent 100 North First St. Springfield, IL 62777 217/782-4870
Illinois Statewide Facilitator	Disseminates educational programs that are developed in/by local education agencies new validated by the Joint Dissemination Review Panel (JDRP) of the U. S. Dept. of Education.	not applicable	114	Shirley Menendez, Director 1105 East Fifth Street Metropolis, IL 62960 618/524-2664

Organization	Description	No. of Regions	Page	Contact
Illinois Teacher Centers	Disseminates information about staff development opportunities, inservice, curriculum consultation and materials; teachers come directly to the centers or the centers inform and secure the consent of local school officials to work directly with teachers at the local level.	26 centers	116	Annette M. Rouschel Program Consultant 100 North First St. Springfield, IL 62777 217/782-3810
IVCC Illinois Vocational Curriculum Center	Provides materials searches and workshops to vocational education teacher and administrators; identifies curriculum needs; seeks materials to satisfy needs; loans materials developed within state and nation; conducts presentations and tours.	not applicable	121	Rebecca Douglass, Project Director Sangamon State University Springfield, IL 62777 800/252-8533 (within IL) 217/786-6375 (outside IL)
PSTs Program Services Teams	Disseminates on-site technical assistance or brokers technical assistance to schools; services include information regarding Title I and special education suggestions regarding staff development and facilliation for locally defined needs.	5 regional teams	123	Bud Grossner Illinois State Board of Ed. 100 N. First St. Springfield, IL 62777 217/782-5418

Organization	Description	No. of Regions	Page	Contact
Special Education Service Centers	Provides classes, teachers and support services for children with low incidence handicaps - hearing, visually, orthopedically, multiply impaired, seriously behaviorally disordered and those students with unique and inexplicable impairments; children are screened, diagnosed, and assessed then provided comprehensive educational programs and services.	10 regions	125	Nan Spalding Illinois State Bd. of Educ. 100 N. First St. Springfield, IL 62777 217/782-5696
Regional Vocational Administrators	Provide assistance and assure direction to local education agencies in the planning, developing, operating and improvement of vocational education programs; disseminate information on how to write a one and five year plan and how and when to file for reimbursement	9 regions	127	John H. Jordan Adult, Vocational and Technical Education 100 North First St. Springfield, IL 62777 217/782-4877
Three Phase Evaluation Teams	Disseminate information, products, and programs provided by the Dept. of Adult, Vocational and Technical Education when conducting on-site evaluations of local education agencies.	not applicable	129	John Klit, Manager Dept. of Adult, Voc. and Technical Education Ill. State Bd. of Educ. 100 North First St. Springfield, IL 62777 217/782-4876

Organization	Description	No. of Regions	Page	Contact
Technical Assistance and Dissemination Network	Disseminates materials related to serving special needs populations in voc. ed. and provides tech. assistance related to adaptation and utilization; includes identification, student assessment, support services, inservice education, curriculum modification, job placement and pre-employment skills.	not applicable	130	Catherine Batsche Turner Hall 202C Illinois State University Normal, IL 61761 309/436-6627
University Occupational Education Coordination Council	Serves as a vehicle for the coordination of statewide impetus in the preparation of occupational education professional personnel among nine higher education institutions with comprehensive vocational programs.	9 liaison offices	131	Charles L. Joley Council Chairperson 205 Old Main Eastern Ill. University Charleston, IL 61920 217/581-3912
Work Industry Education Labor Council	Disseminates information regarding availability of community resource persons, programs, and curriculum on career information.	not applicable	133	James Haire Illinois State Bd. of Educ. 100 N. First St. Springfield, IL 62777 217/782-4620

EXHIBIT C

- Dissemination Survey and Opinionnaire on Vocational and Technical Education
- Cover Letter
- Reminder Postcard
- Reminder Letter

Code_____
1-3

DISSEMINATION SURVEY AND QUESTIONNAIRE ON VOCATIONAL AND TECHNICAL EDUCATION

PART A. Demographic Information (Optional)

Name_____

Title/Position_____

Agency_____

Address_____

City_____ Zip Code_____

Phone: Area Code_____ Number_____

Please circle one best choice for each question unless otherwise specified.

1. What is your present role:

Administrator; i.e., contract administrator, university liaison officer, other (please specify) _____	1	
Developer; e.g., funded project work, curriculum development, etc.	2	4
Linker; e.g., educational consultant, regional office staff, state network staff, etc.	3	
Local education agency; i.e., School principal, vocational director, vocational teacher, guidance personnel, etc.	4	
Other (please specify) _____	5	

2. In what year were you born? 19___ 5-6

3. What is your sex?

Male	1	7
Female	2	

4. What is the highest amount of formal education you have completed?

Less than a high school diploma or equivalent	1	
High school	2	
Post-secondary or technical degree	3	8
Bachelors degree	4	
Masters degree	5	
Masters degree plus	6	
Doctors degree	7	
Post-doctoral study	8	

5. What was the major area of study for your highest degree?

General education	1	
General vocational education	2	
School administration	3	
Guidance and counseling	4	
Health occupations education	5	
Industrial occupations education	6	9-10
Home economics education	7	
Agricultural education	8	
Business education	9	
Other (please specify) _____	10	

6. How many years have you worked in your present position? _____ 11-12

7. How many years of experience do you have in your profession? _____ 13-14

8a. Have you had employment (other than teaching) on the local, state, or federal level which has been of direct value in your present position?

No . . . . . (skip to Q. 9a) 1 15

Yes 2

8b. If yes, please specify the type of employment (e.g., funded project work, industrial work experience, committee work, small business ownership, etc.) _____

_____

_____

9a. Are you aware of program improvement products or other outputs (e.g., reports, handbooks, curriculum concepts, models, etc.) developed as a result of projects funded through the Research and Development of the Department of Adult, Vocational and Technical Education, Illinois State Board of Education?

No . . . . . (Skip to Q. 10a) 1 16

Yes 2

9b. If yes, list three of your most frequent sources of information on the availability of the outputs.

_____

_____

_____

10a. To your knowledge, have you ever used program improvement products or other outputs (e.g., reports, handbooks, curriculum concepts, models, etc.) developed as a result of a project(s) funded through the Research and Development Section of the Department of Adult, Vocational and Technical Education, Illinois State Board of Education?

No . . . . . (Skip to Question 14) 1 17

Yes 2

10b. If yes, please specify _____

_____

_____

11a. Has availability of program improvement products and other outputs developed by projects funded by the Research and Development Section of the Department of Adult, Vocational and Technical Education been helpful to you?

No . . . . . (Skip to Q. 12a) 1 18

Yes 2

11b. If yes, please specify briefly. _____

_____

_____

12a. Did you encounter any difficulties when using the program improvement products or other outputs specified in item ten?

No . . . . (Skip to Q. 13a) 1 19

Yes 2

12b. If yes, specify briefly. _____

_____

_____

13a. Did you need assistance when using the program improvement product(s) or other output(s) specified in item ten?

No . . . . . (Skip to Q. 14) 1 20

Yes 2

13b. If yes, what type of assistance was needed? _____

_____

_____

13c. Who do you feel should have provided the assistance? _____

_____

_____

14. Are you presently monitoring or have you ever monitored an Illinois State Board of Education, Department of Adult, Vocational and Technical Education research and development project(s)?

No 1 21

Yes 2

15. Are you presently, or have you ever directed or been a staff member of an Illinois State Board of Education, Department of Adult, Vocational and Technical Education Reserach and Development project(s)?

No 1 22

Yes 2

16a. Are you presently disseminating or have you ever disseminated a program improvement product(s) or other output(s) of an Illinois State Board of Education, Department of Adult, Vocational and Technical Education research and development project(s)?

No . . . . (Skip to Part B and complete the instrument) 1 23

Yes 2

16b. If yes, briefly describe or list. _____

_____

_____

17. What groups are (were) the recipients of the program improvement products or other outputs you are disseminating(disseminated)? Be as specific as possible.

_____

_____

_____

18a. Have benefits (to you or others) resulted from the dissemination of the program improvement products or other outputs described in item 16?

No . . . . . (Skip to Q. 19a) 1 24

Yes 2

18b. If yes, please identify the benefits. _____

_____

_____

19a. Did you encounter any difficulties when disseminating the program improvement products or other outputs described in item 16?

No . . . . . (Skip to Q. 20) 1 25

Yes 2

19b. If yes, specify briefly. _____

_____

_____

20. What kinds of assistance, if any, do (did) you need in carrying out dissemination activities?

_____

_____

_____

21a. Do you feel you need(ed) to be better prepared to achieve your dissemination goal(s)?

No . . . . (Skip to Q. 22a) 1 26

Yes 2

21b. If yes, what preparation was needed? _____

_____

_____

22a. Do you believe staff of research and development projects need assistance in carrying out dissemination activities?

No . . . . . (Skip to Q. 23a) 1 27

Yes 2

22b. If yes, what assistance is most commonly needed?

_____

_____

_____

23a. Do you feel you need(ed) to be better prepared to help project staff achieve their dissemination goals?

No . . . . . (Skip to Q. 24) 1 28

Yes 2

23b. If yes, what preparation do(did) you need?

_____

_____

_____

24. In your role as a disseminator of program improvement products or other outputs of a research and development project(s), what specific agencies or organizations assist (or have assisted) you in providing dissemination services or resources to your client groups?

_____

_____

_____

_____

(Proceed to Part B and Complete the Instrument)

29-79/BK
80/1
1-3/DVP

114

PLEASE READ THE FOLLOWING BEFORE YOU ANSWER PART B, "VOCATIONAL AND TECHNICAL EDUCATION OPINIONNAIRE."

GLOSSARY OF TERMS

ADULT VOCATIONAL EDUCATION--

that part of education, often called continuing education, acquired after "formal" schooling is terminated

BEHAVIORAL OBJECTIVES--

often called performance objectives, this term refers to the learning outcomes which students should be able to demonstrate

COOPERATIVE EDUCATION--

a program involving the coordination of classroom instruction with students' experiences on-the-job

CORE VOCATIONAL CURRICULUM--

a plan of instruction in which all vocational students, regardless of vocational service area, take one or more vocational education courses designed to provide the "common" knowledge, attitudes, and skills needed by persons in any vocation

DIFFERENTIATED TEAM TEACHING--

a staffing arrangement incorporating several levels of professional preparation (e.g., teacher assistants, associate teachers, master teachers) where team members work together to utilize their special abilities to greatest advantage

SPECIAL NEEDS STUDENTS--

students who cannot succeed in a regular vocational education program without special assistance due to being handicapped, disadvantaged, and/or having limited English proficiency

INDIVIDUALIZED INSTRUCTION--

the adaptation of classroom instruction to the individual's needs and rate of learning

EARLY OCCUPATIONAL EDUCATION--

formal instruction about the "world of work" during elementary and junior high years

VOCATIONAL EDUCATION--

those programs supported by funds through the Department of Adult, Vocational and Technical Education, Illinois State Board of Education

PLEASE CONTINUE ON NEXT PAGE

PART B

VOCATIONAL AND TECHNICAL EDUCATION OPINIONNAIRE

Instructions:

The following is a survey of your opinions regarding various statements about vocational and technical education. There are no right or wrong responses, so do not hesitate to mark the statements frankly. In answering each statement we want your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many other people feel the same as you do. Please be sure you DO NOT OMIT ANY STATEMENT.

Mark your responses by circling your choice in the right columns, using the following code:

1=Disagree Very Much (DVM)
2=Disagree on the Whole (DW)
3=Disagree a Little (DL)
4=Agree a Little (AL)
5=Agree on the Whole (AW)
6=Agree Very Much (AVM)

	Statement	Response						
		DVM	DW	DL	AL	AW	AVM	
	Computers in Vocational Education							
1.	I regard the use of computers in the vocational education classroom as a fad which will go away as quickly as it came.	1	2	3	4	5	6	4
2.	Steps should soon be taken to assure the use of computers in every vocational education program in the State.	1	2	3	4	5	6	5
3.	Computers will help change the role of the vocational teacher to diagnosis and prescription of the individual, rather than playing the role of "the fountain of knowledge."	1	2	3	4	5	6	6
4.	I'm convinced that the technical language and mystique surrounding computers is too great for vocational teachers to overcome.	1	2	3	4	5	6	7
5.	Vocational students will view classroom computers as gadgets for play rather than as tools for learning.	1	2	3	4	5	6	8
6.	I think a failure to incorporate the use of computers in teaching decision-making in vocational education classrooms is to short-change our graduates.	1	2	3	4	5	6	9
	Special Needs Students							
7.	Schools can't do much to develop positive attitudes toward work.	1	2	3	4	5	6	10
8.	I believe it is useless to try to help students who are predestined to failure.	1	2	3	4	5	6	11
9.	Vocational education can do much to improve the opportunities of special needs students.	1	2	3	4	5	6	12
10.	We now have more vocational programs than we need for special needs students.	1	2	3	4	5	6	13
11.	Vocational education can do little to alleviate the problems of special needs students.	1	2	3	4	5	6	14
12.	It is not practical for vocational education to try to meet the needs of special needs students.	1	2	3	4	5	6	15
	Early Occupational Education							
13.	Students can benefit little from occupational education in the elementary grades.	1	2	3	4	5	6	16
14.	I think there's no harm in starting occupational preparation for young school children.	1	2	3	4	5	6	17
15.	Early occupational education may stimulate a better attitude toward school work in later years.	1	2	3	4	5	6	18
16.	Vocational teachers can make a real contribution to occupational education at the elementary level.	1	2	3	4	5	6	19
17.	There is no need in the elementary curriculum for the addition of occupational education.	1	2	3	4	5	6	20

Statement	Response DVW	DW	DL	AL	AW	AVW	
Cooperative Education							
18. I favor cooperative education because it provides a smooth transition from school to work.	1	2	3	4	5	6	21
19. I object to cooperative education because it creates more problems than it solves.	1	2	3	4	5	6	22
20. The most effective teaching occurs in a cooperative education program.	1	2	3	4	5	6	23
Individualized Instruction and Behavioral Objectives							
21. I find that individualized instruction using behavioral objectives is valuable in helping the student succeed.	1	2	3	4	5	6	24
22. I believe it is more important to work with the entire class than to spend a lot of time with individuals.	1	2	3	4	5	6	25
23. I accept the idea that individualized instruction using behavioral objectives allows students to experience success more often.	1	2	3	4	5	6	26
24. I think the use of behavioral objectives with individualized learning experiences would help students develop to their potential.	1	2	3	4	5	6	27
Adult Vocational Education							
25. I would urge adults to take vocational courses regularly to keep up to date.	1	2	3	4	5	6	28
26. I argue that increased emphasis on adult vocational programs would eventually reduce inner-city employment.	1	2	3	4	5	6	29
27. I regularly investigate the new skills and occupations in the labor market.	1	2	3	4	5	6	30
Differentiated Team Teaching							
28. Teaching teams allow a teacher to spend more time developing creativity, responsibility, and habits of inquiry in students.	1	2	3	4	5	6	31
29. Teachers should conduct classes without assistance and discourage others from helping.	1	2	3	4	5	6	32
30. I would greatly dislike being a member of a differentiated teaching team.	1	2	3	4	5	6	33
31. I uphold the differentiated team teaching concept as permitting a natural exchange of ideas.	1	2	3	4	5	6	34
32. I do not work well enough with others to make differentiated team teaching work.	1	2	3	4	5	6	35
33. I'm convinced that differentiated team teaching is a waste of time.	1	2	3	4	5	6	36
34. Use of differentiated team teaching would allow a more varied content in lessons.	1	2	3	4	5	6	37
35. I say that differentiated team teaching is asking too much of established teachers.	1	2	3	4	5	6	38
Core Vocational Curriculum							
36. I highly recommend a core vocational curriculum to high school students, regardless of their career objectives.	1	2	3	4	5	6	39
37. I regard the core vocational curriculum as a university professor's impractical idea.	1	2	3	4	5	6	40
38. A core vocational curriculum could foster better cooperation and understanding in the school.	1	2	3	4	5	6	41
39. I encourage development of a core vocational curriculum as a fresh approach to old problems.	1	2	3	4	5	6	42
40. Students would waste their time in a core vocational curriculum.	1	2	3	4	5	6	43
41. I think that the core concept of vocational education is too general for practical use.	1	2	3	4	5	6	44

THANK YOU FOR YOUR COOPERATION!

45-79/BK
80/2

Dissemination Project
Office of Vocational Education Research
Department of Vocational and Technical Education
University of Illinois
1310 S. Sixth Street
Champaign, Illinois 61820
(217) 333-8029

University of Illinois at Urbana-Champaign

College of Education
DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION

345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

March 22, 1982

Dear Colleague:

This letter concerns your role and its relationship to the "Vocational Education Program Improvement Dissemination Project" funded through the Department of Adult, Vocational and Technical Education, Illinois State Board of Education, at the University of Illinois. A survey is being conducted to obtain general information from leadership personnel in Illinois who help guide vocational and technical education programs. The purpose of this study is to improve future dissemination activities in Illinois.

The enclosed form has been designed so most questions can be answered by simply circling the appropriate number. Completion of the form should take only a few minutes of your time.

The information you provide will be held in strict confidence and used only in an anonymous summary form as a basis for analysis. Please return the survey in the enclosed self-addressed envelope within 10 days if possible. Your cooperation is greatly appreciated.

Sincerely,

Earl B. Russell
Project Director

EBR:jm
Enclosures

April 7, 1982

Dear Colleague:

This follow-up request is based on the premise that dissemination is essential if local school personnel and students are to benefit from materials developed in state-funded R & D projects. Won't you help improve dissemination activities in Illinois by completing and returning the Dissemination Survey and Questionnaire on Vocational and Technical Education which you should have received about two weeks ago? Your response is important.

If you need another survey form please write to the address which appears on the front of this card or call (217) 333-8029. Thank you!

Earl B. Russell

Dr. Earl B. Russell
Project Director

120

University of Illinois at Urbana-Champaign

College of Education
Department of Vocational
and Technical Education
OFFICE OF VOCATIONAL EDUCATION RESEARCH

32 Education Building
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-0185

May 24, 1982

Dear

A few weeks ago we sent you a Dissemination Survey And Questionnaire On Vocational And Technical Education, plus a follow-up post card. The survey form sought information from you which will help improve the use of vocational education materials developed with research and development funds from the Illinois State Board of Education.

Since we have not received your survey form, I want to emphasize the importance of your response to this effort. Your response is very important. You should complete the form whether or not you are directly involved in a vocational education setting. The form was designed to elicit responses from people filling many roles. In Part A of the form, if it is inappropriate for you to respond to one or more items, just leave those items blank. Few people are expected to be able to respond to all items. Part B of the form consists of an opinion survey and can be completed by everyone.

Enclosed is a replacement survey form and a self-addressed, stamped envelope. Please, take a few minutes of your time to contribute to improving services to local school personnel and students by completing and returning the form today. If you have questions or concerns, do not hesitate to call me. My phone number is (217) 333-3165.

Thank you for your assistance and cooperation!

Cordially,

Earl B. Russell
Project Director

EBR/cja/Multi/E

EXHIBIT D

- Planning Matrix
- Quality Assurance Procedures and Rating Form
- R & D Product Distribution Follow-up

I. Name of Output: _____

II. Dissemination Goal: _____

_____

_____

III. Output Classification: (check one)

- ☐ General Information
- ☐ Report/study
- ☐ Supplementary and/or Resource Aid
- ☐ Educational Product
- ☐ Intangible Educational Output

IV. Target Audience(s): (check all that apply)

A. Types:

- ☐ State Personnel
- ☐ Local Administrators (specify)_____
- ☐ Guidance Staff
- ☐ Classroom Teachers (specify subject area)_____
  _____
- ☐ Teacher Educators (specify)_____
  _____
- ☐ Students
  (specify grade level)_____
  (specify type, e.g. regular, disadvantaged, limited English proficiency, etc.)_____
- ☐ Parents
- ☐ Community/Business/Labor/Industry
- ☐ Legislators
- ☐ Other (specify)_____

B. Size:_____

C. Geographic Region(s):_____

V. Particular Dissemination Activities:

	Level of Assistance	Name of person/ agency responsible for conducting	Name of person/ agency responsible for follow up
Awareness			
Understanding			
Deciding			
Implementation			

PROCEDURES FOR ASSURING QUALITY OF PRIMARY PRODUCTS

The following procedures have been determined for assuring quality of primary products developed as a result of funded research and development program improvement projects.

1. Review of primary products during early developmental phases is conducted by the contract administrators through the review of quarterly and final reports, product drafts and periodic personal contact. This review indicates the extent to which project objectives and procedures are met in development of the primary product.
2. Review of primary products prior to printing is conducted by the Dissemination Committee and/or its designees using the "Primary Product Quality Assurance Rating Form". Before printing, primary products must meet the minimal points for acceptable quality. Persons reviewing the primary products are chosen by the project contract administrator. The review team usually consists of:

Representative Groups	No. of Representatives
- contract administrators	1
- occupational consultants	1
- dissemination committee	1
- primary target audience	2-3

Primary Product Quality Assurance Rating Form

Product Title:_____

A. Classify the product to be disseminated (indicate classification and type)

Classification	Type
☐ 1. General Information	☐ 1.1 Bulletins/Guidelines
	☐ 1.2 Public Relations Material
	☐ 1.3 Rules and Regulations
	☐ 1.4 Policies and Procedures
	☐ 1.5 Other_____
☐ 2. Reports/Studies	☐ 2.1 Research Study
	☐ 2.2 Project Final Report
	☐ 2.3 Bibliography
	☐ 2.4 Other_____
☐ 3. Supplementary and/or Resource Aid	☐ 3.1 Handbook
	☐ 3.2 Program Management Aids
	☐ 3.3 Resource Guide
	☐ 3.4 Other_____
☐ 4. Educational Product	☐ 4.1 Curriculum Materials
	☐ 4.2 Instructional Materials
	☐ 4.3 Professional Development Material
	☐ 4.4 Other_____
☐ 5. Intangible Educational Output	☐ 5.1 Model
	☐ 5.2 Concept
	☐ 5.3 Practice
	☐ 5.4 Program
	☐ 5.5 Other_____

B. Review and Rate the product using the established criteria for each appropriate section and classification (see A).

Section 1. Rate regardless of product classification. Circle your response.

Criteria	not at all			absolutely
1. Content is accurate and current.	0	1	2	3
2. Content is easily understood.	0	1	2	3
3. Content is free of sex role bias and stereotyping.	0	1	2	3
4. Format is presented in a useable manner.	0	1	2	3
5. Physical appearance is attractive.	0	1	2	3
6. Product is packaged in a readily useable form.	0	1	2	3

Section 2. Rate ONLY if classified a research study (see A 2.1)

7. There is evidence that "good" research processes were used: (e.g., quality and quantity of references), thorough investigation of topic, adequate analysis of findings, conclusions legitimately drawn from findings, etc.).				
a. quality and quantity of references	0	1	2	3
b. thorough investigation of topic	0	1	2	3
c. appropriate research methods	0	1	2	3
d. adequate analysis of findings	0	1	2	3
e. legitimate conclusions drawn from findings	0	1	2	3
8. The minimum standards for replication are indicated.	0	1	2	3

Section 3. Rate for product classifications 3, 4, and 5 (see A).

9. Format is designed for flexibility (content can be used in whole or in part - can be adopted or adapted to meet local needs).	0	1	2	3
10. The product has been demonstrated to be effective.	0	1	2	3
11. The product could be reproduceable at minimal cost.	0	1	2	3

C. Summarize the Ratings

1. Total the points for each section and record below:

	Rating	Possible Points
Section 1	_____	18
Section 2	_____N/A	18
Section 3	_____N/A	9
TOTAL	_____	45 (sections 1, 2, & 3)
		27 (sections 1 & 3)

2. Determine quality rating of product

Product Classification	Quality Rating Circle total rating (see C.1) according to Product Classification (see A) Unacceptable	Acceptable with Revisions	Acceptable
2.1 General Information	0-9	10-13	14-18
2.2 Research Study	0-19	20-27	28-36
Reports/Studies	0-9	10-13	14-18
2.3 Supplementary and Resource Aid	0-14	15-21	22-27
2.4 Educational Product	0-14	15-21	22-27
2.5 Intangible Educational Output	0-14	15-21	22-27

If unacceptable or acceptable with revision, please indicate by section your recommendations for improvement.

Section 1:_____

_____

_____

Section 2:_____

_____

_____

Section 3:_____

_____

R & D Product Distribution Follow-up

FROM: Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

TO:

Our records indicate that approximately three months ago you received a copy of ____(indicate title of product)_____

For followup purposes please complete this form and return it to:

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 45
Macomb, IL 61455

1. Your program area:

___ Adult
___ Agriculture
___ Business Ed.
___ Health Ed.
___ Home Econ. Ed.
___ Industrial Ed.
___ Guidance
___ Special Needs
___ Sex Equity
___ Experiential/ Work Exp.
___ Other (please specify)_____

_____

2. Your subject area:_____

3. Your position:

___ Teacher
___ Administrator
___ Guidance
___ Teacher Ed.
___ Experiential
___ Parent
___ Business/Ind.
___ Advisory Council
___ Other (please specify)_____

_____

4. Level:

___ K-12
___ K-6
___ 7-8
___ 9-12
___ Post Secondary
___ College/Univ.
___ Adult
___ Area Voc. Ctr.

5. How did you receive the material?

___ Curriculum Pub. Clearinghouse
___ Workshop
___ Conference/meeting
___ Voc. Ed. Course
___ Individual presentation
___ Other (please specify)_____

6. Number received:

___ One copy
___ Multiple copies (indicate number)

7. Since receiving the material:

___ I am using (go on to question 9).
___ I plan to use (go on to question 9).
___ I am not using and do not plan to use (go on to question 8).

8. If you are not using the material, or do not plan to use, please share the reason(s) (indicate all that apply):

___ I need additional information, please have a consultant call.
___ My district needs assistance in adopting/adapting the material, please call to schedule training.
___ I need administrative support.
___ The material is not applicable to my situation. Why?_____

_____

_____

___ Other, please explain: _____

_____

_____

9. If you are using or plan to use the material, indicate how:.

___ I have adopted the material in whole.
___ I have/will adopt sections/parts of the material.
___ I have/will adapt the material. How? _____

_____

_____

___ I am using/will use the material. as a teacher resource.
___ I am using/will use the material as a supplementary student resource.
___ I have recommended the material to colleagues.

EXHIBIT E

Review and Analysis of Dissemination Planning
in
FY 1982 Continuation Proposals for Program Improvement Efforts

REVIEW AND ANALYSIS OF DISSEMINATION PLANNING IN FISCAL YEAR 1982 CONTINUATION PROPOSALS for PROGRAM IMPROVEMENT EFFORTS

Prepared by:

Eva E. Coffey

May, 1982

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INTRODUCTION

Vocational Education Program Improvement Dissemination (Phase III) has, since October of 1979, worked to develop a model program for the dissemination of program improvement outputs in the State of Illinois. As part of the scope of work, the project's staff has reviewed proposals for research and development funds submitted to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section.

The first review of proposals came after the Department of Adult, Vocational and Technical Education's Request for Program Improvement Proposals in Vocational Education (FY 1980) "required proposal writers to indicate ways in which their findings or outcomes would be disseminated." (Dissemination of Vocational Education Improvement Products, Final Report/Phase Two p.1). This review revealed that "proposal writers were confused as to what was meant by dissemination, who was involved in dissemination and how to go about planning for dissemination." (Dissemination of Vocational Education Improvement Products, Final Report/Phase Two, p.2)

The problems identified led the Dissemination Project staff to respond to practical and theoretical needs of a dissemination system including: (1) defining dissemination, (2) determining what dissemination techniques and strategies were being used and (3) identifying the elements needed to develop a comprehensive effective dissemination system for Illinois. (Dissemination and Utilization of Vocational Education Program Improvement Products, Final Report/Phase One).

During phase two of the Dissemination Project, a systematic model for the dissemination of program improvement efforts in Illinois was developed and project staff assisted in coordination and communication efforts among funding agency staff, project staff, persons/networks/ agencies who facilitate access to project outcomes, and users of program improvement outcomes. These efforts were aimed at making these populations more aware of the importance of dissemination and of how dissemination aids in increasing project/program impact.

The 1979-1980 editions of the Illinois State Board of Education's Request for Program Improvement Proposals in Vocational Education combined dissemination and impact in one subsection. It was determined by both the Dissemination and Impact Projects' staffs that the two components needed to be addressed separately in funding proposals. Suggestions were made to the Illinois Research Coordinating Unit's staff regarding the content of a proposal subsection on dissemination. These suggestions included incorporating a description of the dissemination definition and dissemination characteristics in the guidelines for proposal writing and requiring a dissemination planning outline for all proposals.

The suggested outline for dissemination planning included:

(1) Name of the project,

(2) Dissemination goal(s) of overall project,

(3) Dissemination goal of current funding phase,

(4) Particular dissemination activities, and

(5) Followup of the dissemination goal(s) of the overall project.

(Dissemination of Vocational Education Program Improvement Products, Final Report/Phase Two p. 96)

The Research Coordinating Unit's Guidelines and Specifications for Preparing FY '82 Continuation Proposals incorporate most of the suggestions made by the Dissemination Project staff regarding addressing dissemination in project proposals. These guidelines require that a dissemination planning outline be part of each proposal submitted for funding. The outline must include:

(1) Name of the project,

(2) Dissemination goal(s) for the funding period,

(3) The goal(s) of the dissemination activities to be conducted during the funding period,

(4) The target audience(s) for project outcomes, and

(5) The activities and the affected target audience(s) that will be planned, conducted, and followed-up during the funded period in order to achieve the dissemination goal(s). (Guidelines and Specifications for Preparing FY '82 Continuation Proposals, p. 9)

To determine to what extent proposal writers followed the fiscal year 1982 guidelines for preparing project proposals and to identify staff development needs of proposal writers relating to dissemination, the Dissemination Project staff committed itself to reviewing the fiscal year 1982 proposals funded by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section. This report represents the results of that review.

PURPOSE OF THE REVIEW

Guidelines and Specifications for Preparing FY '82 Continuation Proposals issued by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, for the first time required that proposal writers seeking research and development funds include a separate subsection in their proposals on dissemination planning. The guidelines were very specific as to what should be included in the subsection and how it should be presented.

The primary purpose of this review was to determine to what extent proposal writers followed the guidelines by including and completing a Dissemination Planning Outline in their project proposals as required. The review also had several secondary purposes which included:

1. determining who, other than project staff, are involved in planned dissemination of project outputs;
2. identifying dissemination strategies/activities planned by proposal writers;
3. identifying the types of project outputs to be disseminated; and
4. determining the level of dissemination planned.

The review may prove to be significant because it has identified problems in planning for dissemination which have not been given attention in the past and it provides information on how dissemination has been treated in proposals which can be used to assist in planning a systematic dissemination model for Illinois.

GUIDING QUESTIONS AND REVIEW PROCEDURES

Guiding Questions

Guiding questions for the review were developed based on the requirements for completing the proposal subsection on dissemination in Guidelines and Specifications for Preparing FY '82 Continuation Proposals and also on concerns of the Dissemination Project's staff.

Subsection 5.5, Dissemination Planning Outline, proposal subsections of Section 5, Narrative Description of the Project related to dissemination and project abstracts were reviewed to answer the questions that follow:

1. Did proposal writers follow Guidelines and Specifications for Preparing FY '82 Continuation Proposals by including in their proposals a dissemination planning outline?
2. Did proposal writers correctly identify the subsection containing the dissemination planning outline, or other dissemination statement (description of dissemination plans) by labeling the subsection with the correct subsection number?
3. Did proposal writers who included a dissemination planning outline or a description of dissemination plans in their proposals, follow Guidelines and Specifications for Preparing FY '82 Continuation Proposals by including a dissemination goal(s) for the funding period in the dissemination subsection?

4.1 Did proposal writers follow Guidelines and Specifications for Preparing FY '82 Continuation Proposals by identifying in their proposal's subsection on dissemination the outputs to be disseminated by the proposed project during the funding period?

4.2 What program improvement outputs will result from implementation of the fiscal year 1982 continuation projects?

5. Did proposal writers follow Guidelines and Specifications for Preparing FY '82 Continuation Proposals by identifying the target audience(s) for their project's output(s)?

6.2 What activities were planned by proposal writers of fiscal year 1982 continuation proposals to achieve their dissemination goals?

6.3 Based on the dissemination activities planned by proposal writers, what intended extent (level) of dissemination may be assumed for the proposed continuation projects?

7. Did proposal writers identify who or what agency will be responsible for disseminating the project output(s)?

General Review Procedures

The Dissemination Project staff reviewed sixty of the seventy-one project proposals funded for fiscal year 1982 by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section. The list of proposals reviewed is included in Appendix A-1.

It was the staff's intent to review sixty-nine of the proposals funded. To be excluded from the review were the two projects, Assessing the Impact of Vocational Education Research and Development on Vocational

Education Programs and Vocational Education Program Dissemination, Phase III, with which its staff is involved. During the data collection period nine proposals receiving funding for fiscal year 1982 were not available for review. A list of the nine proposals not included in this review can be found in Appendix A-2.

During data collection, proposal abstracts and subsections of Section 5 - Narrative Description of the Project were copied from the sixty project proposals available for review. The subsections of Section 5 copied for more thorough review included: Subsection 5.1, Introduction; Subsection 5.5, Dissemination Planning Outline; Subection 5.6, Statement of Impact; and Subsection 5.7, Time/Sequence Chart. These subsections were not in all cases labeled precisely according to the guidelines nor did all of the proposals reviewed contain all the subsections identified to be photocopied. It should therefore be noted that not all of the subsections could be copied or reviewed for all project proposals.

Specific Review Procedures

Question 1: To determine if proposal writers followed the guidelines for preparing their fiscal year 1982 continuation proposals, project proposals were reviewed to determine if they contained a dissemination planning outline. If a proposal did not contain a dissemination planning outline, it was reviewed to determine if dissemination was addressed using a format different from that specified in Guidelines and Specifications for Preparing FY '82 Continuation Proposals, or if reasons were stated for not including a subsection on dissemination.

Proposals which did not contain a subsection on dissemination (i.e. dissemination planning outline or other format - description of dissemination plans) were reviewed further to determine if they had products or

other outputs to be disseminated. This additional review provided a basis for determining if these project proposals should have contained a subsection on dissemination.

Question 2: To determine if proposal writers followed the guidelines for identifying the subsection on dissemination correctly, each proposal's subsection on dissemination where present, was reviewed to see how it was labeled.

Question 3: To determine if the proposal writers followed the guidelines by including a dissemination goal(s) for the funding period in their subsection on dissemination, the reviewers read each proposal's dissemination subsection to discover if a dissemination goal was present. The criteria used for identifying goal statements was that appearing in Dissemination of Vocational Education Program Improvement Products: A Systematic Model. It states that the dissemination goal relates to the level of dissemination (awareness, understanding, decision, implementation) desired as a result of the dissemination activities planned.

Using the above definition when reviewing the subsection on dissemination, the dissemination staff looked for statements which indicated results of a culmination of activities in instances where the dissemination goal(s) was not labeled as such. In instances where the proposal writers identified their dissemination goal(s) the definition was used to determine if the statement labeled as a goal was in fact a goal.

The nature of this review limited the proposals reviewed to these thirty-nine which contained a subsection on dissemination.

Question 4.1: The Guidelines and Specifications for Preparing FY '82 Continuation Proposals require proposal writers to indicate the outcomes (outputs) to be disseminated by their project during the funding period.

Primary or final outputs refers to the main outputs of program improvement efforts. Supportive outputs refers to those project outputs which contribute to the development and/or dissemination of the primary or final outputs, e.g. field test version of a curriculum product, public relations materials etc. The dissemination project has identified five categories (general information, reports, supplementary or resource aids, educational products and intangible educational innovations) into which program improvement outputs can be classified.

Using the categories and subclassifications for program improvement outputs identified by the dissemination project staff, the proposal's subsections on dissemination and "products to be delivered" section of the proposals' abstracts were reviewed to identify the outputs proposed in each project proposal.

Question 4.2: To determine what program improvement outputs will result from the implementation of the continuation projects, the outputs identified in project proposals were classified within the five categories of general information, reports, supplementary and resource aids, educational products and intangible educational innovation. The nine liaison proposals were excluded from this categorizing process because few of these proposals identified outputs other than required reports.

Question 5: Guidelines and Specifications for Preparing FY '82 Continuation Proposals requires proposal writers to indicate in their dissemination planning outline the target audience(s) for the projects' output(s). The proposals which contained a subsection on dissemination (dissemination planning outline or description of dissemination plans) were reviewed to determine if a target audience(s) for dissemination of project outputs was indicated.

Proposals (excluding Liaison proposals) were reviewed to determine if possible target audiences for dissemination were identifiable in other sections or subsections of the proposal.

Question 6.1: Proposal writers were instructed by Guidelines and Specifications for Preparing FY '82 Continuation Proposals to indicate in their dissemination planning outlines the activities that will be planned, conducted and followed up during the funding period to achieve the dissemination goals of their proposed projects. All proposals containing a subsection on dissemination were reviewed to determine if dissemination activities were included in the subsection. Proposals which did not contain a subsection on dissemination were reviewed to determine if dissemination activities were included in other proposal sections or subsections.

Question 6.2: To determine activities planned by proposal writers to achieve their dissemination goals, each proposal's activities relating to dissemination were charted with the exception of liaison proposals.

Activities from the thirty-nine proposals which contained dissemination subsections (dissemination planning outline or description of dissemination plans) were categorized and aggregated to determine the activities most frequently planned and the levels of dissemination assistance these activities provided.

Question 6.3: To determine the intended extent of dissemination which could be assumed for the proposed projects, the activities identified to contribute to the four levels of dissemination developed by the dissemination project were used.

Each project's activities were reviewed and matched to activities on the various dissemination levels (awareness, understanding, decision,

implementation). The number of projects whose activities fit into each of the four levels of dissemination were charted. A chart showing these levels is included in appendix B.

Question 7: To determine if proposal writers identified who or what agency will be responsible for dissemination of projects' outputs, each proposal containing a subsection on dissemination was reviewed to see if project staff persons were identified (either by name or position title) as responsible for dissemination activities or if other persons or agencies were identified in the plans as responsible for dissemination activities.

FINDINGS OF THE REVIEW

This section presents the findings of the review of fiscal year 1982 continuation proposals for proposal writers' treatments of requirements for inclusion of a subsection on dissemination planning. The questions which guided the review serve as the basis for structuring and presenting the findings.

Question 1: Did proposal writers follow Guidelines and Specifications for Preparing FY '82 Continuation Proposals by including in their proposals a dissemination planning outline?

Of the sixty proposals reviewed, thirty-one contained dissemination planning outlines and eight contained descriptions of dissemination plans. Twenty-one of the proposals did not contain a subsection on dissemination. Figure 1 shows the numbers and percentages of proposals which are in each category described above.

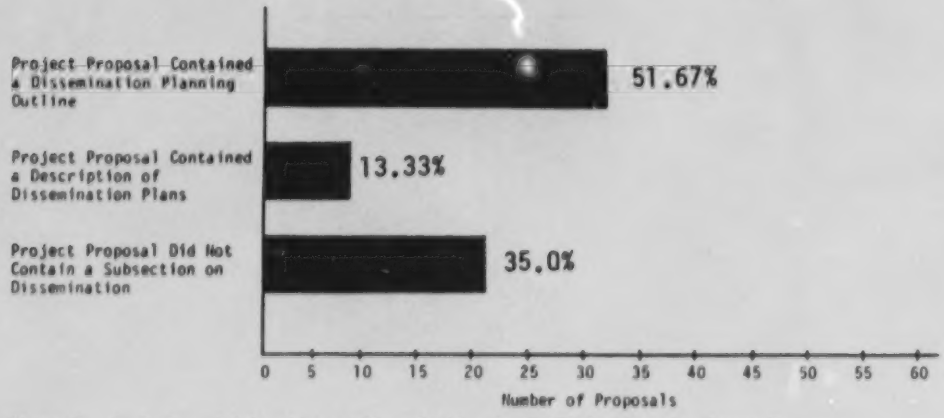
Project Proposal Contained a Dissemination Planning Outline
51.67%
Project Proposal Contained a Description of Dissemination Plans
13.33%
Project Proposal Did Not Contain a Subsection on Dissemination
35.0%
0 5 10 15 20 25 30 35 40 45 50 55 60
Number of Proposals

Figure 1. Inclusion of Subsection on Dissemination in FY '82 Continuation Proposals.

Further review of the twenty-one project proposals which did not contain a subsection on dissemination showed the following:

- Twelve of the proposals have products or other outputs identified in other subsections (e.g. Statement of Impact,

objectives, Procedures) of their proposals which are outputs to be disseminated.

- One proposal writer stated the dissemination planning subsection was "not applicable for this phase of the project."
- One proposal writer identified the project as "of the dissemination nature" and referred the reader to the objectives and procedures subsections.
- Two proposals did not appear to have a dissemination function. The function of these two projects was to offer supportive fiscal services to another agency.
- Although none of the ten liaison proposals contained a dissemination planning outline, all of these projects appear to be involved with intangible educational innovations (e.g. models, concepts, practices, programs, ideas). Two of the liaison proposals listed products (monographs and a directory) in the "Products to be Delivered" section of their project's abstract; although there was no dissemination plan for these products.
- One proposal has as part of the project's activities for the current funding phase the development of a dissemination plan. This proposal states dissemination is to be accomplished by another agency and not by project staff.
- Eight of the proposals have dissemination activities included in their objectives and/or procedures subsections.

Question 2: Did proposal writers correctly identify the subsection containing the dissemination planning outline or other dissemination statement (description of dissemination plans) by labeling the subsection with the correct subsection number?

Of the thirty-nine proposals which contained a subsection on dissemination, twenty-one labeled their dissemination planning outline or description of dissemination with the correct subsection identifier. Fifteen labeled their dissemination planning outline or description with a topical heading only. The remaining three labeled this subsection with a letter or number other than 5.5 and a topical heading.

Table 1 shows the percentages of proposals containing a dissemination subsection which used various identifiers for the dissemination subsection, and the project proposal identification numbers for individual project proposals using the identifiers.

TABLE 1

Identification of Subsection on Dissemination in Fiscal Year 1982 Continuation Proposals Containing Dissemination Planning Outlines or Descriptions of Dissemination Plan

Identification of Subsection	Number of Proposals	Percentage of Proposals	Project Proposal I.D. Numbers
Subsection on Dissemination correctly identified as "Subsection 5.5 - Dissemination Planning Outline"	21	53.85%	1, 4, 10, 11, 13, 14, 18, 19, 22, 24, 25, 26, 28, 29, 30, 31, 32, 34, 36, 37, 51
Subsection on Dissemination identified by a topical heading only	15	38.46%	2, 3, 5, 9, 12, 15, 16, 17, 20, 21, 23, 27, 33, 35, 50
Subsection on Dissemination identified by a letter or a number other than 5.5 and a topical heading	3	7.69%	6, 7, 46
Total	39	100%	

See Appendix A-1 for list of proposals reviewed with identifying numbers.

Question 3: Did proposal writers who included a dissemination planning outline or a description of dissemination plans in their proposals follow Guidelines and Specifications for Preparing FY '82 Continuation Proposals by including a dissemination goal(s) for the funding period in the dissemination subsection?

The dissemination goal(s) relates to the sum of all the dissemination activities and should reflect the level(s) of dissemination activities to be achieved during the project and/or during the current funding phase.

As Table 2 shows, of the thirty-one proposals containing a dissemination planning outline, 29 (93.55%) included a dissemination goal(s) while two (6.45%) did not. For the eight proposals containing descriptions of dissemination plans, one (12.5%) proposal included a dissemination goal and seven (87.5%) did not. Many of the dissemination planning outlines included more than one goal.

TABLE 2

Inclusion of a Dissemination Goal(s) in FY 1982 Continuation Proposals Containing a Dissemination Planning Outline or Description of Dissemination Plans

Subsection on Dissemination	Number of Proposals	Project Proposal Identification Numbers
Dissemination Planning Outline Includes a goal(s)	29	9,10,11,12,13,14,15,16,17,18, 19,20,21,22,23,25,26,28,29,30, 31,32,33,34,35,36,37,50,51
Dissemination Planning Outline Does Not Include a Goal(s)	2	24,27
Description of Dissemination Plans Includes a Goal(s)	1	1
Description of Dissemination Plans Does Not Include a Goal(s)	7	2,3,4,5,6,7,46

See Appendix A-1 for list of projects reviewed with individual project numbers.

Although this review was primarily to determine if a dissemination goal(s) was present in the dissemination planning outline or description of dissemination plans, a cursory review of the content of goal statements revealed some proposal writers have included among their goals specific dissemination activities. For example, activities such as the following were found to be listed as goals:

- Workshops will be conducted for target audiences.
- Materials will be distributed to individuals and institutions.
- An open house will be held.
- Project staff will write articles for professional journals.

Dissemination goals should relate to the purposes of the dissemination activities planned, and are generally related to the levels of assistance needed to help a target audience become aware, understand, decide whether to use, and/or implement a project's output(s). Examples of dissemination goals taken from FY '82 Continuation Proposals which reflect these traits are as follows:

- "The target audience will be given the opportunity to examine the first section of the curricula and instructional materials developed, field tested and revised in FY 81, and to use these materials in their programs."
- The target audience will be informed about the technical assistance/ consultive services that will be provided to assist LEA's in infusing project concepts and products as appropriate in their location(s).
- "Conduct workshops in such a way that 'fear' of microcomputers will be replaced with an understanding of microcomputers and how they can assist in the educational process."

- Implementation of previously identified exemplary practices.

These goals identify the consequences which are intended as a result of the activities planned.

Question 4.1: Did proposal writers follow Guidelines and Specifications for Preparing FY '82 Continuation Proposals by identifying in the proposal's subsection on dissemination the outputs to be disseminated by the proposed project during the funding period?

Program improvement outputs can be primary outputs of a research and development program improvement project or supportive outputs which enhance the development or dissemination of primary outputs. According to Dissemination of Vocational Education Program Improvement Products, Final Report/ Phase Two, all program improvement outputs can be classified into the categories of general information, reports, supplementary or resource aids, educational products and intangible educational innovations. These categories and the types of outputs which may be classified within them appear in Appendix C.

The results of the review of proposals showed all thirty-one of the project proposals containing a dissemination planning outline identified the outputs to be disseminated by the projects during the funding period. Of the eight project proposals which contained a description of dissemination plans, writers of five of the proposals identified outputs to be disseminated by the project during the funding period and writers of three proposals did not.

The reviewers found it instructive during this review to determine if program improvement outputs for dissemination were identified, to look also at the subsection "Products to be Delivered" on each project's proposal abstract. In a number of cases, this susbsection contained outputs which were not included in proposals' dissemination planning outlines or descriptions of dissemination plans.

For the proposals which did not contain a subsection on dissemination, the subsection "Products To Be Delivered" on the projects' abstracts in some instances contained project outputs in addition to the required reports listed in this subsection.

In Table 3 "Products To Be Delivered" and "Outputs To Be Disseminated" are presented for individual project proposals which contained a dissemination planning outline or description of dissemination plans.

Table 4 shows outputs identified from the "Products To Be Delivered" subsection for proposals which did not contain a subsection on dissemination.

In Appendix D, a list of the program improvement outputs identified from review of all project proposals is represented.

TABLE 3

Program Improvement Outputs Identified in Subsection "Products To Be Delivered" in Proposals' Abstracts and the Subsections on Dissemination in FY 1982 Continuation Proposals which Contained a Subsection on Dissemination.

Project Proposal I.D. Number	Outputs Identified in Proposal Abstract Subsection "Products To Be Delivered"	Outputs Identified in Proposal's Subsection on Dissemination
1*	Final report	Various printed materials, teachers guides, books, material on careers, educational kits, career information, council brochures, films for loan
2*	Bibliographies, report of LEA curriculum practices, microfiche, slide-tape, curriculum evaluation instrument, services questionnaire, brochure, video tapes, annual report.	None

continued

TABLE 3 - Program Improvement Outputs Chart (continued)

Project Proposal I.D. Number	Outputs Identified in Proposal Abstract Subsection "Products To Be Delivered"	Outputs Identified in Proposal's Subsection on Dissemination
3*	A model format for conducting dissemination and training workshops for practitioners concerned with job creation and economic development. A proposal for DAVTE and DCCA to jointly conduct (a) dissemination workshops (b) training workshops. Final report.	None specifically identified
4*	Final report, Project products: course contents, instructional material (work station plans... in book format).	None specifically identified
5*	Training manual on case study, final technical report.	Training manual and materials used for the case study method.
6*	One camera ready copy of the final V-TECS catalog for: Duplicating Machine Operator and Traffic Manager, final report.	Catalogs
7*	Final report, copies of all new material developed by the project including autobody/ fender repair material.	Curriculum booklets both bilingual vocational and VESL in accounting, data entry, keypunch, drafting plus manuals, transparencies, and work-sheets.
9	Slide tape presentation, final report	Workshop registration/information materials, curriculum guide, evaluation questionnaires, slide tape presentation, task list addendum.

continued

TABLE 3 - Program Improvement Outputs Chart (continued)

Project Proposal I.D. Number	Outputs Identified in Proposal Abstract Subsection "Products To Be Delivered".	Outputs Identified in Proposal's Subsection on Dissemination.
10	Public information handbook, artwork for posters, brochures, slide adaptation materials, slide-tape planning guide, PSA's on productivity, media network usage report, workshops, one seminar.	Media message information, printed materials, training.
11	Section not available.	Information, copies of software programs.
12	Instruction materials for Machine Tool and for Secretarial Science, final report.	General information, fact sheets, brochures, abstracts of final reports, products vocational & VESL curricula for Machine Tool & Secretarial Science. Instructional Materials for Machine Tool and Secretarial Science.
13	Final report, 16mm film	16mm film, handbooks, brochures describing technical assistance/ consultative services available to LEAs, other technical assistance materials.
14	List of Illinois schools with 10 or more microcomputers, schedule of workshops, information brochure, workshop handouts, final report.	Brochure, schedule of workshops, Workshop handouts.
15	Quarterly reports, catalog of materials, mini catalogs, year end report, curriculum materials.	Curriculum materials, materials catalogs.

continued

TABLE 3 - Program Improvement Outputs Chart (continued)

Project Proposal I.D. Number	Outputs Identified in Proposal Abstract Subsection "Products To Be Delivered"	Outputs Identified in Proposal's Subsection on Dissemination.
16	Quarterly reports, catalog of materials, mini catalogs, year end report, curriculum materials.	Curriculum materials, materials catalogs.
17	Progress reports, final report, instructional guides, self-study report, articulation conference reports.	Models, curriculums.
18	Camera ready copy of planning guides and competency based courses.	Information, draft materials, interim and final products (course descriptions and outlines), planning guide.
19	Administrator instructional modules, instructional supporting documents.	C/PBE administrator instructional modules and supporting documents, results of field review and field test.
20	Newsletters, monographs, impact assessment study, IEEP Report. slide-tape program, final consultant report, mid-year project report, final project report, updated network materials, consumer education guide.	Services of S.N. Consultants, data collection MODEL for IEEP, Slide-tape, materials.
21	Results of study to identify educational programs in Illinois which could benefit from introducing MMEE. Model design for a self-sustaining dissemination system, outline of a model two-year entrepreneurship education program, final report, progress reports, newsletters.	Curriculum materials, model for a two year EE program.

continued

TABLE 3 - Program Improvement Outputs Chart (continued)

Project Proposal I.D. Number	Outputs Identified in Proposal Abstract Subsection "Products To Be Delivered"	Outputs Identified in Proposal's Subsection on Dissemination
22	Progress and final reports, copies of curriculum guides.	Field-test materials, curriculum guides.
23	Progress and final reports, handbook on I.D., assessment and Placement, Handbook on Instruction Strategies and Support Services, Inservice Resource Guides.	Completed handbooks and guides, results of bilingual para-professional survey, analysis of data and training program.
24	Final report.	Announcements, workshop brochure, IVA newsletter, final report.
25	VESL Guidelines, Thai Version of Lexicons of Technical terms, Program Introduction and Outlines, introductory scripts in Lao, cassette tape recordings of narration of eight introductory scripts in Spanish, Thai, Lao, Progress, final reports.	General information on program, final packaged materials, in-service training assistance, consultative services.
26	RAP CORE I materials, MAP CORE I materials, RAP and MAP program planning guide, instructional packet, final report.	CORE I materials for RAP and MAP teachers, RAP and MAP Program Planning Guide.
27	A 500,000 gallon per year anhydrous ethanol plant, curriculum materials. A-V materials (slide presentation/ video tape).	Curriculum guide, collection of articles related to the program, information for replicating program.
28	A handbook of model programming, 4 issues of an information exchange newsletter, final report.	Handbook, directory, four information exchange newsletters.

continued

TABLE 3 - Program Improvement Outputs Chart (continued)

Project Proposal I.D. Number	Outputs Identified in Proposal Abstract Subsection "Products To Be Delivered"	Outputs Identified in Proposal's Subsection on Dissemination
29	Final Report.	Information, needs assessment report.
30	Analysis of needs assessment data, annotated list of clinical inservice activities and case studies, curricular sequences, workshop.	Information, needs assessment, studies, inservice.
31	Progress reports, final reports, job creation materials.	Information, job creation materials and audio cassette.
32	Progress reports, Infusing EBE: A Practical Guide, EBE in ILL: A Resource Guide, Brochures describing EBE, final report.	EBE Instructional Units (Curricula) EBE in ILL: A Resource Guide, General information flyer describing EBE & resources available in Illinois.
33	Quarterly reports, brochure for students, city-wide plan, final report.	Brochures of program offerings (to 8th grade students), Profile of program offerings (to elem. & high schools), City-wide plan for maximizing usage of training level curriculum offerings.
34	Vocational Education Curriculum materials for LEP's, videotape, profile of an LEP, A-V presentation-guidance/counseling of LEP's, quarterly reports, final reports, dissemination brochure.	Instructional Information for LEP's in Voc. Ed., resource materials for LEP students.
35	Progress reports, final report brochure.	Information, brochures.

continued

TABLE 3 - Program Improvement Outputs Chart (continued)

Project Proposal I.D. Number	Outputs Identified in Proposal Abstract Subsection "Products To Be Delivered"	Outputs Identified in Proposal's Subsection on Dissemination
36	Final report, self-development goal setting curriculum, program model.	Information, statistics, Native American self-development unit.
37	Student learning guide, final report.	Information, draft materials, student learning guides.
46*	A directory of post-secondary industrial oriented programs and personnel, final report.	
50	Progress and final report.	General Information, draft materials, newspaper articles.
51	Progress and final reports.	Class announcements.

* Proposals contain description of dissemination plans. All others contain a dissemination planning outline.

See Appendix A-1 for list of proposals reviewed with identifying numbers.

TABLE 4

Project Outputs Identified in Project Proposals' Abstracts Subsection "Products To Be Delivered" in Proposals Which Did Not Contain A Subsection on Dissemination

Project Proposal I.D. Numbers	Outputs Identified in Proposal Abstract Subsection "Products To Be Delivered"
8	Final Report.
38	Subsection not available for review.
39	Progress Reports, Final Technical Report.
40	Progress Reports, Final Reports Survey Report, LDE Materials, User's Guide, Dissemination Plan.
41	Progress and Final Report, Curriculum Materials - Scope, Sequence and Activities for Home Economics.
42	Final Report.
43	Learning Modules, Final Report.
44	Program Development Module, Staff Development Module, Materials Development and Adaptation Module, Semi-Annual Report, Final Report.
45	Quarterly Reports, Final Report, Model for Vocational Special Needs Teacher Program.
47	Subsection not available for review.
48	SLR Handbook, Regional Newsletters, Bibliographies, Needs Assessment, Report on Curriculum Development, Key State Personnel Lists, Field Test Site Brochures, Brochure on DLRP, Curriculum package on National Priority Area, Impact Report, Quarter, Annual and Final Reports, Annual Evaluation of Services Report.

continued

TABLE 4 - Products To Be Delivered Chart (continued)

Project Proposal I.D. Numbers	Outputs Identified in Proposal Abstract Subsection "Products To Be Delivered"
49	Progress and Final Reports.
52	Annual Reports, Annual Assessment of the University Short and Long Range Plan.
53	None Specified.
54	Short and Long Range Plan.
55	Short and Long Range Plan, Final Report.
56	None Specified.
57	Annual Report, University Plan for Occupational Education.
58	Final Report, Final Summary Report of University Short and Long Range Report, Revised University Short and Long Range Plan, Any Monographs Developed as part of Staff Development Activities.
59	Progress Report, Final Report.
60	Final Project Reports, Directory of Governmental Internships Available to Special Needs Populations.

See Appendix A-1 for list of proposals reviewed with identification numbers.

Question 4.2: What program improvement outputs will result from implementation of the fiscal year 1982 continuation projects?

Excluding Liaison proposals, Table 5 illustrates the numbers and percentages of outputs by categories which will result from implementation of the fiscal year 1982 continuation projects. Liaison proposals were excluded because few of them identified outputs other than required reports.

Looking at Table 5, it can be seen that if the "reports" category were eliminated, supplementary/resource aids and educational products are the largest categories of outputs. Nearly sixty-three percent of the project proposals reviewed plan for development and dissemination of supplementary/resource aids and approximately fifty-five percent plan development and dissemination of educational products.

TABLE 5

Program Improvement Outputs to Result from Implementation of FY '82 Continuation Proposals

Output Category	Number of Proposals*	Percentage of Proposals**
Information	23	45.10%
Reports	45	88.24%
Supplementary/Resource Aids	32	62.74%
Educational Products	28	54.90%
Intangible Educational Innovation	7	13.73%

* Number of proposals is unduplicated total number of proposals having outputs in each specific output category.

** Percentages are percentages of 51 proposals included in this review. Outputs from the nine liaison proposals were not included in the table.

Tables A-1 through A-5 in Appendix E give the numbers and percentages of outputs for each of the five output categories and identify by project number individual projects proposing development and dissemination of the outputs.

Table A-3 in Appendix E shows audio-visuals, handbooks and "How To" guides/manuals are the largest classification of specific outputs in the supplementary/resource aids category. In the educational products category in Table A-4 Appendix E curriculum materials make up the largest classification of specific outputs.

Question 5: Did proposal writers follow Guidelines and Specifications for Preparing FY '82 Continuation Proposals by identifying the target audience(s) for their project's output(s)?

The target audience(s) for dissemination is the intended consumer of the project's output(s). This definition differs from that used for target audiences of impact. The target audience of impact statements relates to the individuals, groups or institutions that could be affected by the activities of a research and development program improvement project. It is important that this difference be brought to the reader's attention because assuming that the target audience when not identified in the dissemination subsection can be identified from other subsections could be risky. For example, the target audience for impact might be limited English proficiency students but the target audience for dissemination of a limited English proficiency project's outputs could be the teachers of these students.

As Figure 2 shows, of the thirty-nine proposals containing a dissemination planning outline or description of dissemination plans, a target audience(s) for projects' outputs is identified in twenty-nine of the

dissemination planning outlines and in five of the descriptions of dissemination plans. A target audience(s) is not identified in two dissemination planning outlines and in three of the descriptions of dissemination plans.

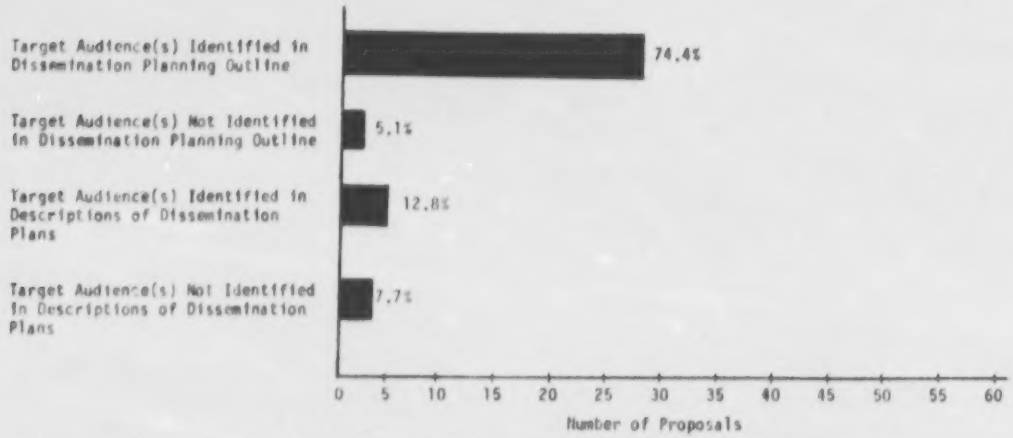
Target Audience(s) Identified in Dissemination Planning Outline
74.4%
Target Audience(s) Not Identified in Dissemination Planning Outline
5.1%
Target Audience(s) Identified in Descriptions of Dissemination Plans
12.8%
Target Audience(s) Not Identified in Descriptions of Dissemination Plans
7.7%
0 5 10 15 20 25 30 35 40 45 50 55 60
Number of Proposals

Figure 7. Number and Percentages of Proposals Containing a Dissemination Planning Outline or Description of Dissemination Plans Identifying a Target Audience(s) for Dissemination.

Appendix F presents target audiences for dissemination of project outcomes identified in proposals which contained a subsection on dissemination.

Appendix G presents target audiences deduced to be target audiences for dissemination identified from proposals which did not contain a subsection on dissemination. The section or subsection of the proposals from which the target audience was identified is given. As stated earlier, although these audiences could be targeted for dissemination, when a dissemination subsection has not been included in a project's proposal, one cannot be sure target audiences identified in other sections or subsections are the target audiences for dissemination.

Appendix H provides a list of target audiences identified from review of all fiscal year 1982 continuation proposals including liaison proposals.

Question 6.2: What activities were planned by proposal writers of fiscalyear 1982 continuation proposals to achieve their dissemination goals?

Activities planned by proposal writers including a subsection on dissemination in their proposals are shown in Table 6. The activities most frequently planned were workshops/inservice, technical assistance, conference presentations, mailings and project staff contacts. These activities represent the four levels of assistance leading to eventual use of a project's product(s) or other output(s). Appendix B contains a listing of activities which contribute to attaining intended levels of dissemination. Using this listing, the levels of assistance for activities in Table 6 were identified.

Table 7 presents specific activities planned by proposal writers to achieve dissemination goals, and activities found in other proposal sections or subsections relating to dissemination. The table represents activities for all proposals reviewed except the liaison proposals. The nine liaison proposals had fewer dissemination activities than other proposals; they were more difficult to identify and appeared to be primarily within/between institutions represented on the Liaison Council or between a liaison council institution and the Department of Adult, Vocational and Technical Education.

Using the activities listed for individual projects in Table 7, the mean number of dissemination activities planned by proposal writers was calculated. It was found that on the average, proposal writers planned to use approximately four different dissemination activities. Figure 3 shows the number of dissemination activities planned in project proposals which contained a dissemination planning outline or description of dissemination plans.

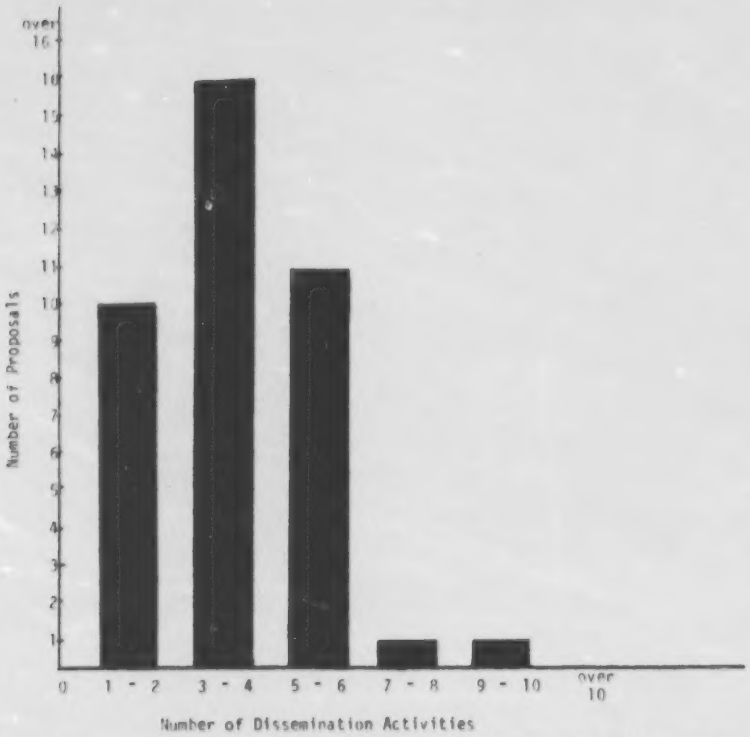

Figure 3. Inclusion of Dissemination Activities in Project Proposals Containing a Subsection on Dissemination.

Ten of these project proposals included one-two dissemination activities, sixteen contained three-four dissemination activities, eleven contained five-six dissemination activities and two contained over six dissemination activities.

TABLE 6

Dissemination Activities Identified from FY 1982 Continuation Proposals

Proposed Activity	Level of Assistance	Planning Activity		Individual Project Number(s)
		No.	%	
Conference Presentations	2	10	25.6%	3,4,11,12,13,18, 20,22,32,35
Courses	4	1	2.5%	30
Displays (at conferences/ Workshops)	1	1	2.5%	15
Distribution through an existing Agency (DAVTE, ERIC Publications Clearinghouse	1	6	15.4%	5,6,7,13,20,23
Field Tests	3	4	10.2%	19,26,31,37
Mailings	1	9	23.1%	2,7,12,13,19,20, 28,46,50
Media (Newspapers, TV, Radio), Journal Articles	1	6	15.4%	10,13,20,33,46,51
Project staff contacts with target audience	1 2	8	20.5%	1,7,16,19,28,29, 31,36
Technical Assistance (phone, written communication, on site consultation, program visitation, library/resource services, contact persons, speakers bureau, toll free phone)	2	16	41.0%	1,2,4,9,11,13,15
Tours/Open House	3	3	7.7%	4,27,32
Training	4	5	12.8%	10,12,13,23,35
Workshops/Inservice	3	19	48.7%	2,3,4,5,6,9,10, 13,14,18,20,24, 25,26,27,30,31, 32,36

Note: Percentage is percent of the 39 proposals containing a dissemination planning outline or description of dissemination plans.

See Appendix A-1 for list of proposals reviewed with identification numbers.

TABLE 7

Dissemination Activities Planned for Individual Projects in FY 1982 Continuation Proposals.*

Project Proposal Number	Dissemination Activities	Location in Proposal
1	Statewide networking, inservice workshops, computerized vocational/career information program, career information program, career information day, career guidance institute, vocational resource people, field trips, mini-career days, panels.	Objectives
2	Inservice by Project staff or A-V medium, promotional mailings, materials circulation systems, technical assistance.	Dissemination Description
3	Materials will be sent to persons making requests, materials will be disseminated at workshops, materials will be distributed at conferences (DAVTE, IVA, SAVEA).	Dissemination Description
4	Brochures, tours, conferences, a dissemination conference.	Dissemination Description
5	Workshops for training, technical assistance session.	Procedures Obj. 7, Obj. 6
6	Catalogs placed in a central distribution location from which they may be ordered, workshops and other educational programs.	Dissemination Description
7	Contacting directors of programs for LEP students to make them aware of program offerings and curriculum materials. Making materials available through Western Illinois University Clearinghouse.	Dissemination Description
8	Brochure, mass mailing, advertisement in educational network and association publications, submit publications to ERIC, seminars, workshops/inservice presentations, consultations with educators/administrators, telephone and written communication, technical assistance, participation at conferences - info. tables, serving on work group related to project.	5.3 procedures
9	Workshops, follow-up consultation sessions with interested persons, questionnaires to workshop participants, production of a slide-tape series, make task list addendum available to instructors.	Dissemination Outline

continued

* Liaison proposals (project proposals numbered 52-60) not included.

TABLE 7 - Dissemination Activities Planned (continued)

Project Proposal Number	Dissemination Activities	Location in Proposal
10	- Media messages, training sessions, resource product orientation, monitoring media network. - Slide tape demonstration.	Dissemination Outline Products to be Delivered
11	Personal contacts to people expressing interest, participation in presentations and conferences.	Dissemination Planning Outline
12	Information dissemination through mailings, presentations, identification and contact with potential users, pre-service workshop, follow-up inservice workshop, conference.	Dissemination Planning Outline
13	Follow-up with prior recipients of the handbook, disseminate a brochure to appropriate persons (plan writers, s.n. consultants, sp. ed. directors), advertise in appropriate professional association newsletters, conduct inservice/dissem. workshops, present at professional meetings (IVA, AVA, etc.) and meetings of employers and architects.	Dissemination Planning Outline
14	Workshops, speakers.	Objectives
15	Preparation and distribution of catalogs, display of materials at conferences, meetings, workshops, promotion of the use of toll-free watts number for Illinois customers.	Dissemination Planning Outline
16	- School contacts, speakers bureau. - Inservice	Dissemination Planning Outline Procedures
17	School visits, training, news releases, personal contacts, letters, news articles, field testing, resource and advisory committees meetings.	Dissemination Planning Outline
18	Presentations, reports, articles for distribution/ publication, workshops, brochure, field test.	Dissemination Planning Outline, and Procedures

continued

TABLE 7 - Dissemination Activities Planned (continued)

Project Proposal Number	Dissemination Activities	Location in Proposal
19	- Mailings, oral, visual and written presentations; field review and field test. - Leadership development workshops, conferences.	Dissemination Planning Outline Narrative of DPO
20	Inservice sessions, conference presentations, newsletter articles, consultation, technical assistance, mailings.	Dissemination Planning Outline
21	Existing courses, identify personnel as potential introducers of entrepreneurship skills, newsletter, technical assistance, collaborate with career guidance centers.	Dissemination Planning Outline
22	Field testing, presentations at marketing/DE meetings, personal contacts with educators.	Dissemination Planning Outline
23	Inservice workshops.	Dissemination Planning Outline
24	General announcements, workshop brochures, newsletters, mailing, workshops.	Dissemination Planning Outline
25	Field tests, inservice training, consultative services.	Dissemination Planning Outline
26	Workshops, field tests.	Dissemination Planning Outline
27	Open house, demonstration, workshops, seminars.	Dissemination Planning Outline
28	- Mailings to community colleges, information exchange. - Developing a state-wide network, model.	Dissemination Planning Outline Objectives
29	Advisory committee, field site interviews.	Dissemination Planning Outline
30	Follow-up of needs assessment, workshops, practicum, Discussions with state agency staff.	Dissemination Planning Outline
31	- Contacting interested persons identified during the last funding period, workshops, fieldtests. - Conferences, possible commercial publication.	Dissemination Planning Outline Impact

continued

TABLE 7 - Dissemination Activities Planned (continued)

Project Proposal Number	Dissemination Activities	Location in Proposal
32	- Will use current dissemination agencies. last funding period: workshops, field tests. - Conferences, possible commercial publication.	Dissemination Planning Outline Impact
33	Publish newspaper articles, promote awareness among Vocational advisory counsel members.	Dissemination Planning Outline
34	- Contact schools with LEP populations interested in project inservices, assistance in organizing programs. - Demonstration workshops.	Dissemination Planning Outline Objectives
35	Speaking, consulting, providing training services brochure.	Dissemination Planning Outline
36	Conduct workshops, meetings.	Dissemination Planning Outline
37	Contacts with interested persons, field tests training, workshops, mailings, technical assistance, demonstration center.	Dissemination Planning Outline Obj. Procedures
38	none identified.	
39	Inservice workshops, demonstration sites, dissemination/ demonstration conference.	5 phase rationale
40	Field test, advisory committee, phone survey.	Objectives
41	Presentation at state convention, field test.	Evaluation procedures Impact
42	Has no dissemination function.	
43	Inservice workshops, pilot tests of materials, inservice training.	Objectives procedures
44	Consultation, inservice, training, program visitations, field-testing, meetings, correspondence, newsletters articulation with other projects.	Procedures
45	Meetings, courses, workshops, technical assistance.	Procedures

continued

TABLE 7 - Dissemination Activities Planned (continued)

Project Proposal Number	Dissemination Activities	Location in Proposal
46	Publication of journal articles.	Statement of Dissemination
47	Has no dissemination function.	
48	Basic function of total project is dissemination.	
49	Informational displays of materials at conferences and other meetings, inservice training, visits to voc. ed. teachers and counselors.	Objectives
50	Newspaper articles, meetings, letters, draft materials.	Dissemination Planning Outline
51	Provide contact persons at a number of sites. Promotional materials.	Dissemination Planning Outline

See Appendix A-1 for list of proposals reviewed with identification numbers.

Question 6.3: Based on the dissemination activities planned by proposal writers, what intended extent (level) of dissemination may be assumed for the proposed continuation projects?

As stated in the review procedures, the dissemination staff has categorized dissemination activities according to the extent or level of dissemination one can expect as a result of accomplishing certain dissemination activities. Table 8 shows the extent (level) of dissemination which can be expected as a result of carrying out some commonly used dissemination activities. The levels of dissemination in Table 8 are progressive; therefore, to reach level three (Decision) plans should include activities which help the target audience(s) to gain awareness and understanding. Appendix I shows a "Dissemination Planning Matrix for Three Test Projects. A look at these projects' strategies (activities) shows how project planners move from awareness to the levels of dissemination desired.

The intended extent (level) of dissemination which may be assumed for the continuation projects proposed for fiscal year 1982 which contain a subsection on dissemination based on their dissemination activities is represented in Figure 4.

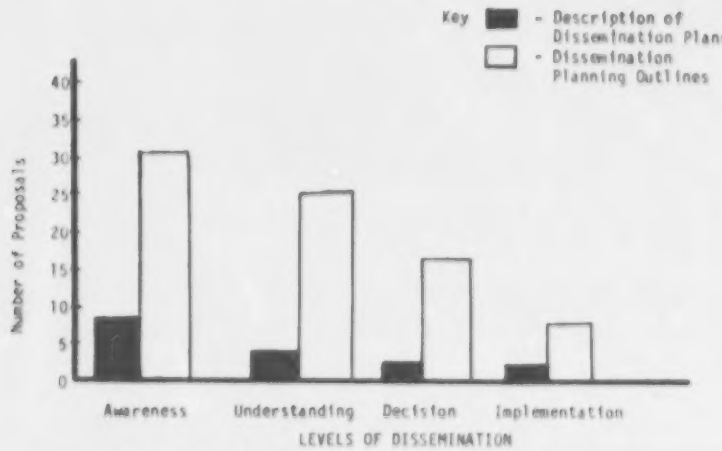

Figure 4.- Levels of dissemination to be achieved by FY '82 continuation proposals based on dissemination activities planned in the dissemination subsection (dissemination planning outline or description of dissemination plans)

As shown in Figure 4, all proposals containing a dissemination planning outline or a description of dissemination plans have planned activities which will assist their target audience(s) to reach level I, Awareness.

Thirty of the thirty-nine proposals which contain a dissemination planning outline or description of dissemination plans have activities planned which will move their target audience into level II (Decision). Nineteen of the proposals contain activities to provide assistance for decision (level III) and ten contain activities to provide assistance in implementation (Level IV).

Appendix J shows the extent of dissemination which may be assumed for individual projects (for proposals containing a subsection on dissemination) based on dissemination activities identified.

TABLE 8

Intended Extent of Dissemination

Dissemination activities may be viewed as a progressive process, with each level of activities providing information for progressing to the next level until a program improvement product or other output is implemented.

Level IV - Implementation

- User communication network
- Information on adaption techniques
- On-site technical assistance
- Training program
- Telephone hot-line

Level III - Decision

- On-site demonstrations/demonstration centers
- Field testing
- Comparative catalog of alternatives
- Workshops
- Information on various resources which meet same need
- Information clearinghouse

Level II Understanding

- Availability on a cost recovery basis
- Examination/complimentary copy
- Demonstrations/presentations at conferences
- User panel discussions
- Informal communication
- Toll free telephone number

Level I - Awareness

- Brochures, press releases, newsletters, advertisements
- Submit output to ERIC
- Loan of materials through state/regional libraries/ universities/public libraries
- Articles in journals
- TV/radio announcements

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Question 7: Did proposal writers identify who or what agency will be responsible for disseminating the project output(s)?

The dissemination planning outline does not request that proposal writers identify who or what agency will be responsible for dissemination of project improvement outputs. There seems to be an implicit assumption that project staff assume this responsibility in toto; however, some proposal writers plan to use other persons and agencies in disseminating their outputs.

Of the 39 proposals having a dissemination planning outline or description of dissemination plans, 7 (17.95%) identified who or what agency will be responsible for dissemination while 32 (82.05%) did not identify the persons or agencies responsible for dissemination.

When other agencies are to be used for dissemination, they tend to be existing agencies with a dissemination focus such as ERIC and the Curriculum Publications Clearinghouse. For many project outputs the Illinois State Board of Education is the designated agency for dissemination.

Where other agencies are to be used for dissemination of a project's output, there were no plans relating to how the project staff would cooperate, coordinate and/or collaborate with the disseminating agency.

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this review was to determine if changes in the fiscal year 1982 guidelines for submitting proposals to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section were effective in helping proposal writers to improve their dissemination planning. More specifically, it was undertaken to determine to what extent proposal writers followed the guidelines' specifications in preparing subsection 5.5, Dissemination Planning Outline, and to identify staff development needs of proposal writers relating to dissemination.

Secondary purposes of the review related to identification of staff development needs of proposal writers included: (1) identifying the key actors in planned dissemination of project outputs; (2) identifying dissemination activities planned by proposal writers; (3) identifying project outputs developed for dissemination, and determining the level of dissemination planned by proposal writers.

Inclusion of dissemination plans.

Slightly less than two thirds, (65%), of the proposal writers included a subsection on dissemination in their project's proposal. The subsection on dissemination when part of the proposal was presented as a dissemination planning outline as specified in the proposal writing guidelines or took the form of a description of dissemination plans. In most instances the descriptions of dissemination plans did not include all the required com-

ponents specified in the guidelines for preparing the dissemination subsection of the proposal.

It is possible proposal writers who included a description of dissemination plans and some who did not include a subsection on dissemination may not have had the fiscal year 1982 guidelines when writing their proposals. It appears, however, that some proposal writers, although aware a subsection on dissemination was to be included in their project proposals, determined inclusion of this subsection was not applicable to their project. The correctness of this determination in some cases may be questionable.

It may also be possible that proposal writers who included a description of dissemination plans instead of a dissemination planning outline may have found the instructions confusing. The instruction that section 5 (Narrative Description of the Project) be written in narrative form seems to contradict the requirements for subsection 5.5 (Dissemination Planning Outline) which calls for and provides examples of an outline. Proposal writers who included narrative descriptions of dissemination plans may have done so to comply with the request that section 5 be written in narrative form.

Failure of projects developing intangible outputs to include a subsection on dissemination in their project proposals may indicate a need for help in planning for the dissemination of these outcomes. Intangible outputs are often more difficult to disseminate than are tangible products.

There appears to be a need for the guidelines for proposal writers to provide guidance relating to when a project may be exempt from completing and including a dissemination planning subsection in their project proposal. For example, there may be instances in which dissemination may not be part of the current funding phase in multi-year funded projects. Some direction

should be provided for proposal writers in this situation.

The Illinois State Board of Education, Department of Adult, Vocational and Technical Education's Project Management Handbook currently requires that, "during the course of the funding agreement the project staff and Research and Development contract administrators must agree on the best method for product dissemination." (p. 1.7) Perhaps this action should be extended to also determine if dissemination of other than "product" outcomes is to occur and to certify projects having no dissemination function.

In Dissemination of Vocational Education Program Improvement Products, Final Report/Phase Two, recommendations were made for changes in the Project Management Handbook which could if implemented help project managers better determine and plan for dissemination needs. These recommended changes are included in Appendix K. Considering slightly over one-half (51.6%) of the proposal writers included a dissemination planning outline in their proposals, attention to the recommended changes may need to be renewed. The changes recommended would reinforce the importance of including a dissemination subsection in project proposals.

Labeling of subsection on dissemination. The Guidelines and Specifications for Preparing FY '82 Continuation Proposals stated that continuation proposals were to include nine sections which were to be assembled and numbered in the sequence as outlined in the guidelines. Section 5 - Narrative Description of the Project according to the guidelines "should be written in narrative form and include the following seven subsections: 5.1 - Introduction, 5.2 - Objectives, 5.3 - Procedures, 5.4 - Evaluation, 5.5 - Dissemination Planning Outline, 5.6 - Statement(s) of Impact, and 5.7 - Time/Sequence Chart." (p. 6) An explanation regarding completion of each subsection in Section 5 is provided in the guidelines.

Twenty-one of the thirty-one proposal writers who included a dissemination planning outline in their proposals correctly identified the subsection as specified in the guidelines by using the identifying subsection number (5.5) and the topical heading (Dissemination Planning Outline) specified. Two of the eight proposal writers who included a description of dissemination plans used the correct subsection number. The labeling of a subsection is perhaps a minor concern; however, review of this detail provides some insights as to the rigor with which proposal writers follow the guidelines for writing proposals and the rigor with which proposals are reviewed and evaluated by the funding source. Also, if the intent is that section 5 be written in narrative form, then topical subsection identifiers may be more important and the need for the identifying subsection numbers considerably less important.

Inclusion of dissemination goals. Proposals containing a dissemination planning outline were much more likely to contain a dissemination goal(s) than those containing descriptions of dissemination plans. It is possible, however, that proposal writers who included a description of dissemination plans instead of a dissemination planning outline prepared their proposals without the fiscal year 1982 guidelines and were not aware of the new dissemination planning requirements for the subsection on dissemination.

In proposals which contained dissemination goals, there appeared to be confusion between dissemination goals and dissemination activities. Some proposal writers included specific dissemination activities among their dissemination goals. It may be possible the instructions in the guidelines were not understood by some proposal writers. They ask the writer to indicate: "the goal(s) of the dissemination activities to be conducted during the funding period." Stated differently this statement asks, what is to

be the result of the dissemination activities carried out by project staff? The results should logically represent the expected/intended action(s) expected from the target audience. For example, the goal of a dissemination activity for an educational product might be that the target audience will become aware of and understand the intended uses of the product.

Outputs to be disseminated. The majority of proposal writers identified the outputs to be disseminated by their projects. The outputs were in most instances identified by the classifications (i.e., information, reports, resource aids) and/or subclassifications (i.e., bulletins, newsletters, project reports, workshops, handbooks, etc.) used by the Dissemination Project to define program improvement outputs. Some proposal writers were more specific in identifying their outputs. These proposal writers identified the specific products (i.e., fact sheet on disadvantaged and handicapped services, entrepreneurship education concepts, VESL curricula for Machine Tool, etc.).

There appears to be a need for more specific identification of outputs to occur and be recorded particularly if follow-up of dissemination of project outputs may occur at sometime in the future relating to their impact.

Certainly, in instances where outputs are identified categorically one cannot know the specific outputs which resulted from a project's activities. This situation would also lead to possible duplication of project outputs in successive funding phases.

In Guidelines and Specifications for Preparing FY '82 Continuation Proposals, it is stated that the decision relating to the numbers of a final product to be delivered will be based upon the proposal's subsection on dissemination planning and federal and state requirements. This implies

outputs (products) listed in the dissemination planning outline are to be included among the products to be delivered.

There is a relationship between the "products to be delivered" subsection of the proposal abstract and the outputs to be disseminated; however, it is not clear if only primary outputs of a project are to be included in the subsection (along with required reports, of course) or if all products (outputs) are to be listed. Further, there appears to be no guideline relating to the specificity of identification of products, although the sample provided in the appendix of the guidelines identifies the project's output by specific title. Many abstracts include in the "products to be delivered" subsection only the required reports.

Outputs to be disseminated were representative of all output categories and subclassifications used by the Dissemination Project. However, it was apparent from the review that most project outputs seem to be in the categories of tangible outputs. There was less explicit identification of intangible educational outputs (i.e., concepts, practices, programs, ideas, models).

In the information category, the fact that only two projects listed workshop announcements points to the fact project proposal writers may tend to identify primary outputs only. Since workshops were among the activities most frequently proposed for the dissemination of project outputs, one would assume that workshop announcements will be used; however, only two project proposals specifically identify workshop announcements as outputs.

Excluding final project reports, curriculum materials are the outputs to be developed and disseminated in the greatest number. This may reflect a priority of desiring impact at the classroom level by the funding agency.

Identification of target audience(s). Nearly all proposal writers identified a target audience(s) for their project outcomes. Some proposal writers are quite specific in delimiting the target audience(s) while others plan a more broad dissemination of outputs. The specificity with which the target audience(s) is or should be identified depends on the nature of the project and the types of outputs to be disseminated. However, as the dissemination planning outline currently requests "outcomes to be disseminated" and "target audience(s)" for the output(s) in separate sections, the reader must match the outputs and the target audience(s) and can only assume they have done so correctly. The fact that outputs are in most cases classified rather than specified makes this task more likely to be incorrectly completed.

Identification of dissemination activities. Almost all project proposals which include a subsection on dissemination identified the activities to be conducted and followed up to achieve the dissemination goal(s). In some project proposals which do not contain a subsection on dissemination, activities which relate to dissemination could be identified from other sections/subsections in the proposal and/or proposal abstract.

Most project proposals include several activities to be conducted to achieve the dissemination goal(s).

Activities planned and levels of dissemination. The four levels of assistance definition of dissemination includes a systematic process in which the target audience is moved along a continuum from awareness to implementation of a project's output(s). Since over half of the projects have as primary outputs supplementary resource aids and/or educational products, particularly curriculum materials, implementation would appear

to be the logical goal in disseminating these outputs.

The activities most frequently planned were workshops/inservice, technical assistance, conference presentations, mailings and project staff contacts, and the average number of dissemination activities for projects was approximately four. Across the proposals, there is a fairly equal spread along the continuum of dissemination assistance levels. This is appropriate since the proposals are continuation proposals and the levels of assistance (based on their dissemination activities) should have been progressive over the funding phase.

There appears to be a good balance between the types of activities proposed in efficiency and effectiveness. For example, workshops, in-service, and conference presentations are efficient ways to move larger numbers of the target audience to understanding (level 2) and decision (level 3). Technical assistance and project staff contacts can increase the effectiveness with which dissemination occurs if these activities involve providing information on adaption or adoption techiques.

Technical assistance is defined differently by proposal writers and includes a variety of activities including phone calls, letters, on-site consultation, etc., so it is difficult to know what level of assistance is being delivered by this activity. In fact, some definition of the various dissemination activities would be helpful in determining the actual level of dissemination reached as a result of the activities if proposal writers were using the same definitions when classifying their activities.

Ten proposal writers among those including a dissemination subsection in their proposals, included a continuum of activities from awareness to implementation. Whether or not more should have done so is difficult to

determine since some projects may continue to be funded and inclusion of activities is for "the current funding phase."

There may be a need for project proposal writers to do a more thorough job of determining the assistance required to have an output adapted/adopted and to plan activities to reach that level of assistance.

Identification of persons/agencies responsible for dissemination. It may seem that identifying who or what agency shall be responsible for dissemination of a project output(s) is unnecessary because in most cases it is project staff. Further the project's dissemination subsection defines the dissemination plan. However, there may be causes for concern in a number of areas. These shall be identified by posing a number of questions which may be asked relating to dissemination responsibilities.

1. Are there adequate project staff to cover all dissemination activities planned?
2. When another agency is designated to disseminate the research and development project's output(s) what information is needed by the agency regarding project staff's activities which will facilitate their dissemination efforts?
3. When the state funding agency is the primary dissemination agent, to what extent should project staff be involved in the dissemination process, particularly after termination of the project?
4. When an existing dissemination agency (i.e., Eric, Curriculum Publications Clearinghouse) is used for disseminating a project output has the project staff planned appropriate activities for making the target audience aware of the output and what agency/agencies shall be disseminating the output?

5. When agencies other than those which may be classified as dissemination agencies are to be major disseminators of a project output, should project staff work with such agencies to develop a dissemination plan for that agency to insure achieving the overall dissemination goal of the project?

In summary, assuming the activities relating to dissemination will be carried out without identifying who or what agency shall be responsible for doing so may simply prove the old addage true that "when everyone is responsible, no one is responsible".

Recommendations

A number of general and specific recommendations relating to dissemination can be made based on this review of fiscal year 1982 continuation proposals. The recommendations are addressed to the Dissemination Project staff for consideration in possible future funding phases and to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section for continuing the improvement of dissemination of research and development project outputs through policy revisions and/or future funding of dissemination activities/projects.

This list of recommendations is rather long and therefore is presented by topic areas.

Inclusion of dissemination plan in project proposals.

1. Proposal writers whose projects appear to have no dissemination functions should be instructed in the proposal writing guidelines to include the dissemination subsection title and number and to write "subsection is not applicable to this project." This action should be followed-up during the Funding Agreement. Contract administrators should review proposals having no dissemination plans with the project directors and certify projects exempt from dissemination planning as deemed appropriate.
2. Cases wherein a dissemination plan cannot be developed until later in a project (after funding, or after a funding phase), completion of a dissemination plan should be required at an appropriate time and be submitted as an addendum to the project's proposal.

3. Intangible project outputs are generally more difficult to disseminate than products; therefore, projects whose outputs are intangible educational innovations should not be exempt from completing a dissemination plan.
4. Projects whose outputs are to be disseminated on a limited scale, primarily within an organization/agency or within a closed network of organizations/agencies, should not be exempt from completing a dissemination plan.
5. When another agency will be the disseminator of a funded project's primary products or other outputs, the requirement for a dissemination plan should not in all cases be waived. In some cases, the project director should be required to work with the disseminating agency in developing a dissemination plan. If well established materials dissemination agencies (ERIC, Publications Clearinghouse) are to be used for dissemination of a project's outputs, exemption from dissemination planning and involvement should be given only after review of the following: (1) the project's goals and objectives, (2) the likelihood of project outputs reaching the intended audience, and (3) the effects this dissemination strategy is likely to have on the project's impact.
6. During the Funding Agreement, all project directors not including a dissemination plan in their proposals should be advised as to their status. They may be "exempt" or they may need to develop and submit a plan as an addendum to their proposal.

Labeling of subsection on dissemination.

1. If subsections of Section 5 - Narrative Description of the Project

are not to be written in narrative form, as is the current procedure, this section heading should be changed to Description of the Project.

2. If any importance is attached to the numbering and sequencing of subsections, proposal writers should be instructed in the Guidelines to assemble and number in sequence each subsection of proposal sections where these exist.

Inclusion of dissemination goals.

1. Proposal writers need to be provided with a definition of dissemination goal. The definition does not appear in the Guidelines and some proposal writers were unable to deduce a definition from the information provided in the guidelines.
2. In inservice programs on dissemination, provide proposal writers and potential proposal writers with information and practice relating to writing dissemination goals.
3. In inservice programs on dissemination, identify the differences between dissemination goals and dissemination activities.

Outputs to be disseminated.

1. Because proposal writers are more likely to identify the primary outputs of their project, if it is considered that identification of supportive outputs is important, the Guidelines for writing proposals should specify that both types of outputs be identified.
2. Proposal writers should receive inservice on identifying their project outputs with particular emphasis on the identification of "intangible educational innovations" that may be part of their project.
3. The relationship between "products to be delivered" and/or "deliverables"

and outputs to be disseminated needs to be defined and clarified.

4. Outputs to be disseminated are currently identified categorically. This often leaves the reader of the subsection on dissemination only with some vague notion of what is really to be disseminated. It is recommended that for each category or classification of output proposal writers be instructed to identify what the specific output is to be.

Identification of target audience.

1. The target audience(s) should be matched with the project outputs.
2. Proposal reviewers/evaluators should assess the appropriateness of the target audience(s) identified for various project outputs.

Dissemination Activities.

1. Proposal reviewers/evaluators should look at dissemination activities in terms of their efficiency and effectiveness as they relate to the nature of the project and the type of program improvement output(s).
2. Provide inservice for proposal writers, potential proposal writers and evaluators of proposals on selecting and planning efficient and effective dissemination activities.
3. Project directors, funding agency staff, and proposal writers should receive inservice relating to selecting and planning dissemination activities which will provide the desired level of assistance for the attainment of the intended extent of dissemination of a project's outputs.
4. Further analysis and study of use of activities at the various assistance levels should be undertaken, particularly for identifying

activities which are not being used widely but may be effective and efficient.

5. Provide definitions for dissemination activities which can be used by proposal writers so levels of dissemination resulting from dissemination activities can be more accurately determined.

Identification of persons/agencies responsible for dissemination.

1. The guidelines for preparing project proposals should require in the dissemination planning outline that the person(s) and/or agencies to have primary responsibility for the dissemination of a research and development project output be identified.
2. Where the state agency is to be the primary disseminator of research and development project outputs, the project staff should work closely with this agency during the dissemination process to insure the goals of the project for dissemination are attained.
3. Support activities encouraging communication, cooperation, collaboration and coordination between staffs of projects (Developers) developing outputs for dissemination and dissemination agencies (Linkers).

If implemented, these recommendations could lead to improved dissemination processes and practices in vocational education research and development projects in the State of Illinois.

REFERENCES

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APPENDICES

Appendix A-1: FY '82 Project Proposals Reviewed for Treatment of Subsection on Dissemination

Appendix A-2: FY '82 Project Proposals Not Available for Review of Treatment of Subsection on Dissemination

Appendix B: Activities to Attain Intended Extent (level) of Dissemination

Appendix C: Classify That To Be Disseminated

Appendix D: Program Improvement Outputs Identified from Review of FY 1982 Continuation Proposals

Appendix E: Program Improvement Outputs of FY '82 Continuation Proposals:
Table A-1: Output Category - Information
Table A-2: Output Category - Reports
Table A-3: Output Category - Supplementary/Resource Aids
Table A-4: Output Category - Educational Products
Table A-5: Output Category - Intangible Educational Innovation

Appendix F: Target Audiences for Dissemination of Projects' Outputs Identified in Fiscal Year 1982 Continuation Proposals Which Contained a Subsection on Dissemination

Appendix G: Target Audiences Identified in FY '82 Continuation Proposals Which Did Not Contain A Subsection on Dissemination

Appendix H: List of Target Audiences Identified from FY '82 Continuation Proposals

Appendix I: Dissemination Planning Matrix for three "Test" Projects

Appendix J: Extent of Dissemination to be Achieved by Proposed Projects Based on Dissemination Activities Planned in Proposals Containing a Subsection on Dissemination

Appendix K: Project Management Handbook Suggested Changes

Appendix A-1

FY 1982 PROJECT PROPOSALS REVIEWED FOR
TREATMENT OF SUBSECTION ON DISSEMINATION

Project Proposal Number	Title of Project
1.	Tri-County Industry-Education-Labor Project
2.	Illinois Vocational Curriculum Center
3.	Relationships Between Vocational Education and Job Creation, Phase III
4.	Establishing a Hotel/Restaurant Management Degree and Culinary Arts Program
5	Continuation of a Longitudinal Study of the Nontraditional and Social Impact of Vocational Education on Individuals in Illinois
6.	Illinois V-Tecs Study, Phase IV
7.	Truman Bilingual Vocational Center-Project Mainstream
8.	Women's Pre-Apprenticeship Technical Assistance Project
9.	Ethanol Spark Ignition Engine Conversion Dissemination of Technical Achievement and Curriculum Development
10.	Comprehensive Promotional Program for Vocational Education at the Local Level
11.	A Computer Assisted Instruction Program Model for Occupational Education Leadership and Administration
12.	A Plan to Develop and Compare Two Vocational Education Programs for LEP (Limited English Proficiency) Students
13.	Surmounting Architectural Barriers to the Handicapped in Vocational Education, Phase III
14.	Microcomputer Skills: Curriculum Development and Dissemination
15.	Curriculum Publications Clearinghouse
16.	Improving Services to Disadvantaged and Handicapped Students in Vocational Education
17.	Rural Health Occupations Projects
18.	State Guide for Industrial Education, Kindergarten thru Adult

Project Proposal Number	Title of Project
19.	Illinois FY 1982 Participation in the Consortium of States for the Development of Professional Materials for Vocational Education
20.	Technical Assistance and Dissemination Network: Illinois Special Needs Populations
21.	Methods and Materials for Entrepreneurship Education, Phase V
22.	Marketing/Distributive Education Curriculum Guides
23.	Research, Evaluation and Program Improvement for Limited English Proficiency Students in Vocational Education
24.	IVA-DAVTE (Illinois Vocational Association, Department of Adult, Vocational and Technical Education) Occupational Education Mini Workshop
25.	Development of Multi-Cultural Competency Based Vocational/Technical Curricula
26.	Illinois Core Curriculum in Agriculture
27.	Curriculum Development and Implementation of Alcohol/Ethanol Training Program
28.	Adult Re-Entry and Work Transition Program, Phase III
29.	A Career Program for Vocational Teachers
30.	Principals' Practicum in Vocational Administration and the Assessment of Training Needs of Vocational Administrators
31.	Job Creation-Dissemination of Instructional Materials and Activities for Vocational Education Teachers
32.	Infusing Experience-Based Education in Illinois
33.	A Developmental Unit for Maximizing Training Level Curriculum Offerings
34.	Project Access
35.	Experience-Based Education, Appalachia Education Laboratory Program for Special Needs Students
36.	Institute for Native American Development
37.	Demonstration Center CIVE (Competency-Based Individualized Vocational Education) Project
38.	Recruitment, Retention and Retraining of Vocational and Technical Teachers in Illinois

Project Proposal Number	Title of Project
39.	A Determination of Best Practices for Incorporating Basic Skills Training in Vocational Education in Illinois
40.	Upgrading of Locally-Directed Evaluation
41.	Development of a Comprehensive, Sequential-Vocational Home Economics Curriculum, Phase III
42.	Sex Equity Cadre
43.	Development of a Preservice Training Program for Vocational Teachers of LES (Limited English Speaking)
44.	Bilingual Vocational Education Project
45.	Programmatic Emphasis in Vocational Needs Education
46.	Development of an Information Base and Exchange System for the Improvement of Industrial Oriented Programs in Illinois, Phase III
47.	Inservice Training for DAVTE State Staff Personnel
48.	East Central Curriculum Coordination Center
49.	Utilization of Computerized Career Information Program "Career Spectrum"
50.	Revitalization of Urban Education for Urban Youth
51.	The Vocational Instructor Consortium and New Teacher Recruitment Project
52.	Occupational Coordinator: Southern Illinois University, Charleston DAVTE Liaison Officer
53.	Occupational Education Coordination Chicago State University
54.	Occupational Education Coordinator Illinois State University
55.	Occupational Teacher Education Development DAVTE Liaison, Southern Illinois University, Edwardsville
56.	University Occupational Education Coordinators Eastern Illinois Univ.
57.	Occupational Education Coordinator Western Illinois University
58.	Occupational Education Coordinator University of Illinois
59.	University Occupational Education Coordinator Northern Illinois Univ.
60.	Occupational Education Project Governors State University

Appendix A-2

FY 1982 PROJECT PROPOSALS NOT AVAILABLE FOR
REVIEW OF TREATMENT OF SUBSECTION ON DISSEMINATION

1. Review and Revision of Occupational Education Curriculum and Course Master List

2. Exemplary Home Economics Project

*3. V-TECS

4. Articulated Marketing Program Curriculum and School

5. Vocational Education Slide Tapes

6. PREP Statewide Conference

7. Industry, School and Community-Based Voc. Ed.

8. High School and Beyond

9. Administrative Leadership Fellowship in Vocational Education

*There are two V-TECS proposals, the one included here bears the funding agreement number R 33 52 X 0541-162

Appendix B

ACTIVITIES TO ATTAIN INTENDED EXTENT (Level) OF DISSEMINATION

A. Providing Assistance to Become *Aware*

1. Brochures, press releases, newsletters, advertisements
2. Submit output to ERIC
3. Loan of materials through state/regional libraries/universities/ public libraries
4. Articles in journals
5. T.V./Radio announcement

B. Providing Assistance to *Understand*

1. Availability on a cost recovery basis
2. Examination/complimentary copy
3. Demonstrations/presentations at conferences
4. User panel discussions
5. Informal communication
6. Toll free number

C. Providing Assistance to *Decide*

1. On-site demonstrations/demonstration centers
2. Field testing
3. Comparative catalog alternatives
4. Workshops
5. Information on various resources which meet same need
6. Information clearinghouse

D. Providing Assistance to *Implement*

1. User communication network
2. Information on adaption techniques
3. On-site technical assistance
4. Continued technical assistance
5. Training Program
6. Toll free number

Appendix C

Classify that to be Disseminated

What is being disseminated? As different types of outputs require different planning it is necessary to determine into which of the following categories the output to be disseminated falls:

A. General Information
   - Bulletins, guidelines, e.g., Annual Program Plan for Vocational Education in Illinois - FY 81.
   - Public relations materials, e.g., brochures, press releases, newsletters, advertisements.
   - Rules and regulations, e.g., Federal Register, State Board of Education, Document Number I.
   - Policies and procedures

B. Reports
   - Research studies
   - Project final reports
   - Bibliography

C. Supplementary and Resource Aids
   - Handbooks
   - "How to" Guides
   - Program management aids
   - Resource guides

D. Educational Product
   - Curriculum materials
   - Instructional guide
   - Professional development materials

E. Intangible Educational Innovation

- Models
- Concepts
- Practices
- Programs
- Ideas

Appendix D

Program Improvement Outputs Identified from
Review of FY 1982 Continuation Proposals

Products/Outputs

Audio and/visual materials
- Slide tape presentations
- Video tapes
- Transparencies
- Public Service Announcements
- Audio Cassette Tapes
- Artwork (for reproduction)

Abstracts
Activity Calendar
Announcements

Books
Brochures
Bibliographies

Course Content
Course Description
Catalogs
Case Studies
Curriculum
Curriculum Guides
Consultative Services
Conference

Directory
Draft Materials

Educational Kit
Evaluation Instrument

Films
Fact Sheets
Field Test/Review

Guides
Guidelines

Handbook
Handouts

Information
Instructional Material
- Teacher
- Student

Instructional Modules
Inservice

Journal Articles

Lists

Microfiche
Manuals
Models
Monograph

Newsletter
Needs Assessment/Results

Printed Material
Plans
Proposal
Publications
Planning Guide
Profile

Questionnaire (Evaluation)

Reports
- Final
- Progress
- Annual
- Status
- Consultant
- Self-Study
- Conference
- Field Review
- Field Test

Resource Materials
Resource Guides

Software
Schedules
Studies/Results
Services
Surveys/Results
Speakers Bureau
Statistics

Training Assistance
Training Workshop
Training Manual
Tasks Lists
Technical Assistance

Users Guide

Workshops
Worksheets
Workshop Registration/Informational materials

Appendix E

Table A-1

PROGRAM IMPROVEMENT OUTPUTS OF FY '82 CONTINUATION PROPOSALS

Output Category - Information

Special Outputs	Number of Proposals	Percentage of Proposals (n=51)	Individual Project Proposals' Identification Numbers
Bulletins	1	1.96%	51
P.R. Materials	1	1.96%	10
Brochures	16	31.37%	1,2,4,8,10,12,13,14,18,19,24, 32,33,34,35,48
Workshop Announcements	2	3.92%	9,24
Newsletters	6	11.76%	20,21,24,28,48,51
Directories	5	9.80%	14,16,28,46,48
Journal Articles	4	7.84%	13,18,20,46

Note: The nine liaison proposals (proposals 52-60) are not included in the data in this table.

See Appendix A-1 for list of proposals reviewed with identification numbers.

Appendix E

Table A-2

PROGRAM IMPROVEMENT OUTPUTS OF FY '82 CONTINUATION PROPOSALS

Output Category - Reports

Specific Outputs	Number of Proposals	Percentage of Proposals (n-51)	Individual Project Proposal's Identification Numbers
Research Studies	8	15.69%	2,5,16,20,21,23,39,40
Final Project Reports	43	84.31%	1,2,3,4,5,6,7,8,9,11,12,13, 14,15,16,17,21,22,23,24,25,26, 28,29,31,32,33,34,35,36,37,39, 40,41,42,43,44,45,46,48,49, 50,51
Bibliographies	3	5.88%	2,20,48
Needs Assessments	3	5,88%	29,30,48
Conference Reports	1	1.96%	17

Note: The nine liaison proposals (proposals 52-60) are not included in the data in this table.

See Appendix A-1 for list of proposals reviewed with identification numbers.

Appendix E

Table A-3

PROGRAM IMPROVEMENT OUTPUTS OF FY '82 CONTINUATION PROPOSALS

Output Category - Supplementary/Resource Aids

Specific Outputs	Number of Proposals	Percentage of Proposals (n-51)	Individual Project Proposal's Identification Numbers
Handbooks	7	13.73%	10,13,16,23,28,31,48
"How To" Guides/ Manuals	6	11.76%	5,8,18,19,23,40
Program Management Aids	3	5.88%	33,40,44
Resource Guides	3	5,88%	23,32,34
Handouts/ Worksheets	4	7.84%	7,10,11,14
Fact Sheets	3	5.88%	12,16,36
Catalogs	3	5.88%	6,15,39
Audio Visuals	13	25.49%	1,2,7,9,10,13,20,25,27,31, 34,39,43
Monographs	1	1.96%	20

Note: The nine liaison proposals (proposals 52-60) are not included in the data in this table.

See Appendix A-1 for listing of proposals reviewed with identification numbers.

Appendix E

Table A-4

PROGRAM IMPROVEMENT OUTPUTS OF FY '82 CONTINUATION PROPOSALS

Output Category - Educational Products

Specific Outputs	Number of Proposals	Percentage of Proposals (n=51)	Individual Project Proposal's Identification Numbers
Curriculum Materials	25	49.02%	1,2,4,6,7,8,9,12,15,18,20,21, 22,25,26,27,31,32,34,36,37, 40,41,48,49
Instructional Guide	5	9.80%	1,17,22,26,40
Professional Development Materials	3	5.88%	3,19,44

Table A-5

Output Category - Intangible Educational Innovation

Specific Outputs	Number of Proposals	Percentage of Proposals (n=51)	Individual Project Proposal's Identification Numbers
Models	7	13.75%	3,17,20,21,37,39,45
Concepts	0		
Practices	0		
Programs	0		
Ideas	0		

Note: The nine liaison proposals (proposals 52-60) are not included in the data in the above tables.

See Appendix A-1 for list of proposals reviewed with identification numbers.

Appendix F

Target Audiences for Dissemination of Projects' Outputs
Identified in FY 1982 Continuation Proposals
Which Contain a Subsection on Dissemination

Project Proposal Number	Target Audiences
1	Educators, students
2	Target Audience not identified
3	Practitioners at the local level in Illinois
4	Educational agencies (federal, state, regional, local) business, labor, industrial organizations, students, teachers, guidance personnel, administrators/supervisors, planners, employers, school board members, teacher educators, and advisory committees.
5	Program site personnel selected by the state DAVTE
6	Target Audience not identified
7	Bilingual programs at any of the Illinois eight universities, 30 community colleges, numerous secondary schools, and AVC's with LEP populations
9	Vocational educators and administrators, agriculture and automechanics instructors
10	LEA's, media coordinators, citizens of Illinois, vocational educators, media network representatives
11	Vocational educators, high school and community college administrators, potential vocational education administrators
12	Vocational administration and instruction serving LEP students, VESL, ESL administration and instructors, ABE/GED admin. and instructors serving LEP students, representatives from business, industry and the community
13	Vocational teachers, counselors, administrators and teacher educators, special ed. and rehabilitation teachers, counselors, administrators and teacher educators, architects who specialize in school buildings and facilities employers, potential employers of the handicapped

See Appendix A-1 for list of proposals reviewed with identification numbers.

continued

Appendix F: Target Audiences Containing Subsection on Dissemination (continued)

Project Proposal Number	Target Audiences
14	Contract monitor, occupational consultants, vocational educators, vocational administrators
15	Adult, vocational and technical educators, elementary, secondary, and community college teachers and administrators; others - persons and agencies interested in adult, voc. & Technical ed.
16	Disadvantaged and handicapped students, staff providing services to D & H, parents, private service providers
17	Health Occupations Education instructors, students, hospital training supervisors, STC staff
18	DAVTE staff, university personnel, educators, administrators, teachers, students, parents
19	Vocational education administrator educators, in-service voc. ed administrators, DAVTE/R & D staff
20	LEA administrators, teachers, guidance personnel for voc. ed. and special ed., employers, parents
21	Teachers at the high school and community college level of business and other vocational ed. areas, workshop participants and recipients of Methods and Materials for Entrepreneurship Education
22	Secondary, post-secondary and adult educators, business/industrial trainers, association members
23	Administrators, counselors, teachers, regional vocational administrators, DAVTE staff, LEA inservice administrators, state inservice administrators
24	IVA members, universities, legislators, community college deans, occupational education offices, correctional institutions
25	Vocational educators of LESA target population, high school and community college teachers of ESL/VESL programs as well as of voc. tec. skill programs for LESA bilingual/monolingual adult ed. specialists, bilingual aids in various supportive services
26	Agriculture teachers in secondary schools, teacher educators in agriculture
27	Community colleges instructors, high school educators, farmers, businessmen, interested students

continued

Appendix F: Target Audiences Containing Subsection on Dissemination (continued)

Project Proposal Number	Target Audiences
28	Adult Re-Entry staff in post secondary institutions in Illinois, college or university counselors or administrators interested in developing programs for adults
29	Area vocational educators, SIU faculty and administrators, Il. Board of Higher Education
30	Public school administrators
31	Job creation advisory board, vocational educators in the state, one and five year plan writers, regional vocational administrators, program services teams, career guidance centers, DAVTE staff
32	Vocational educators, all education agencies in the state and all education support agencies in the state
33	Target Audience not identified
34	LEP students at the high school level, vocational teachers working with LEP students
35	Interested educators in Il. and the midwest
36	Native American vocational educators in Il., vocational educators in higher educ. institutions, secondary school and area vocational centers
37	Vocational/technical educators from high schools, area vocational centers and community colleges
46	Target Audience not identified
50	Students of DuSable high school, business, industry, community, parents, Chicago public school staff, central and district office personnel
51	Target Audience not identified

Appendix G

*Target Audiences Identified in FY 1982 Continuation Proposals
Which Did Not Contain a Subsection on Dissemination
*(Liaison Proposals Excluded)

Project Proposal Number	Target Audience(s)	Section/Sub-section Location
8	Educational institutions, agencies, associations, networks, libraries, community colleges, vocational education administrators, regional vocational education administrators, community college board, counselors, teachers	Procedures
38	Educational institutions, project coordinating committes, Liaison Council	Impact
39	Vocational education programs in Illinois	Objectives
40	Local education agency personnel	Objectives
41	Vocational Home Economics Teachers	Impact
42	Sex equity cadre in Illinois	Impact
43	LES students in Illinois, high school and junior high school vocational instructors (preservice and inservice), teacher trainers	Impact
44	Vocational and ESL/Bilingual educators, counselors, personnel of state agencies, state penal and mental health institutions	Impact
45	Vocational educators, preservice/inservice teacher trainers, university personnel, state professional associations, special educators, DAVTE and DSES staff, State advisory groups	Impact
47	None identified. Note: project appears to have no educationally related dissemination function	N/A
48	Federal, and state instructional program improvement personnel, public and private schools and colleges	Objectives
49	Teachers, counselors, community agencies	Objectives

Note: The nine Liaison proposals (project proposals numbered 52-60) are not included in this review.

See Appendix A-1 for list of proposals reviewed with identification numbers.

Appendix H

List of Target Audiences Identified
from FY 1982 Continuation Proposals

Administrators
- adult education
- community college
- district office
- educational
- English as a second language
- high school
- inservice
- public school
- regional voc. ed.
- college/university
- vocational education
- secondary school
- vocational English as a second language
- area vocational centers

Advisory committee members
Area vocational centers
Adult re-entry staff
Agencies
Associations
Architects

Business
Bilingual programs
Business/industry trainers
Bilingual aides
Board of Education

Community colleges
Central office staff
Community college board
Community college deans
Counselors
- secondary school
- post secondary

Citizens
- local
- of Illinois

Community
Career guidance centers
Correctional institutions

Disadvantaged students
District office personnel

Educators
English as a second language programs
Employers
Educational support agencies

Federal education agencies
Farmers

Guidance personnel

Handicapped students
Hospital training supervisors

ISBE/DAVTE
ISBE/DAVTE/R & D
Industrial organizations
Instructors

Junior high school teachers of vocational education

LEAs
LEA practitioners
Labor
Limited english proficiency student
Libraries
Legislators

Media coordinators

Networks
Network representatives
Native Americans

Occupational ed. offices
One & five year plan writers

Potential students
Provisionally certified vocational teachers
Planners
Potential employers
Parents
Private service providers
Post secondary educators
Program services team

Regional education agencies
Rehabilitation Teachers

Students
State occupational consultants
State education agencies
Supervisors
School board members
Selected program site personnel
State universities
Secondary schools
Special ed. teachers
Secondary educators
Sex equity cadre
State mental health personnel
State professional associations
Students in a particular school
Special needs

Teachers
Teacher Educators
Teacher educators (in a special occupational area)

University personnel

Vocational teachers
Vocational guidance personnel

Workshop participants

Appendix I

DISSEMINATION PLANNING MATRIX FOR THREE "TEST" PROJECTS

		PROJECT:	HEALTH OCCUPATIONS	ENTREPRENEURSHIP	EBE
		CLASSIFICATION OF OUTCOMES:	Supplementary and Resource Aid: Health Occupations Education Planning	Tangible Educational Product: Methods and Materials for Entrepreneurship Education	Intangible Ideas: Experience-Based Education Demonstration Project
		GOAL:	*Implementation of Guidebook by Counselor, Teachers, and Librarians for Student Usage*	*Implementation by: (1) Teachers of Students and (2) Instructors of Teachers*	*Implementation of EBE Program in Other Districts*
INTENDED EXTENT OF DISSEMINATION	AWARENESS		STRATEGY	STRATEGY	STRATEGY
			Brochures Advertising in newsletters Blanket mailing to selected sample Complimentary copies	Brochures Advertising in newsletters/ press releases Articles in professional journals ERIC Project newsletter when reaches non-users	Brochures Articles - EBE and non-EBE/press release mailing
	UNDERSTANDING		Brochures - ordering and workshop information Availability through Curriculum Clearinghouse Workshops/Conference presentation at IVA Convention: (1) Teachers of Health Occupations (2) Guidance personnel	Brochures Advertising in other newsletters Conference presentations Availability through Curriculum Clearinghouse Workshops: *Goal 2* (1) Trainer of trainers (2) Organized by linkers, conducted by developer (3) Organized and conducted by 2nd party linker Courses: (1) Taught by developer (2) Taught by 2nd party	Presentations at various meetings Brochures Demonstration Days (blanket invitation) Individual and small group visitations
	DECIDING		Workshops/Conference presentation at IVA Convention: (1) Teachers of Health Occupations (2) Guidance personnel	Workshops: *Goal 2* (1) Trainer of trainers (2) Organized by linkers, conducted by developer (3) Organized and conducted by 2nd party (linkers) Courses: (1) Taught by developer (2) Taught by 2nd party	Demonstration Days (blanket invitation) Individual and small visitations Consultation prior to implementation Technical assistance on how to get it approved by district or funded
	IMPLEMENTING			Project newsletter when reaches users	Consultation after implementation Training Technical assistance

Appendix J

Extent of Dissemination to be Achieved by Proposed Projects Based on Dissemination Activities Planned in the Dissemination Planning Outlines

NAME OF PROJECT	Extent of Dissemination			
	Awareness	Under-standing	Decision	Implementation
Ethanol Spark Ignition Engine Conversion Dissemination and Curriculum Development	x	x	x	
Comprehensive Promotional Program for Voc. Ed. at the Local Level	x	x		
A Computer Assisted Instruction Program Model for Occupational Education Leadership and Administration	x	x		
A Plan to Develop and Compare Two Voc. Ed. Programs for LEP Students	x	x	x	
Surmounting Architectural Barriers to the Handicapped in Voc. Ed., Phase III	x	x	x	x
Microcomputer Skills: Curriculum Development and Dissemination	x	x	x	x
Curriculum Publications Clearinghouse	x			
Improving Services to D and H Students in Vocational Education	x	x	x	
Rural Health Occupations Projects	x	x	x	x
State Guide for Industrial Education K - Adult	x	x	x	
Illinois FY '82 Participation in the Consortium of States for the Development of Professional Materials for Voc. Ed.	x	x	x	
Technical Assistance and Dissemination Network: Illinois Special Needs Populations	x	x	x	
Methods and Materials for Entrepreneurship Education, Phase V	x	x	x	x
Marketing and Distributive Education Curriculum Guides	x	x		
Research, Evaluation and Program Improvement for LEP Students in Vocational Education	x	x		
IVA-DAVTE Occupational Education Mini Workshops	x	x	x	x

NAME OF PROJECT	Extent of Dissemination			
	Awareness	Under-standing	Decision	Implemen-tation
Development of Multi-Cultural Competency Based VoTec Curricula	x	x	x	x
Illinois Core Curriculum in Agriculture	x	x	x	x
Curriculum Development and Implementation of Alcohol/Ethanol Training Program	x	x		
Adult Re-Entry and Work Transition Program, Phase III	x	x	x	
A Career Program for Vocational Teachers	x			
Principals' Practicum in Vocational Administration and the Assessment of Training Needs of Vocational Administrators	x	x	x	x
Job Creation-Dissemination of Instructional Materials and Activities for Vocational Education Teachers	x	x	x	
Infusing Experience-Based Education in Illinois	x	x		
A Developmental Unit for Maximizing Training Level Curriculum Offerings	x			
Project Access	x	x		
Experience-Based Education Appalachia Education Lab Program for Special Needs Students	x	x		
Institute for Native American Development	x	x		
Demonstration Center CIVE Project Competency-Based Individualized Voc. Ed.	x	x	x	
Revitalization of Urban Education for Urban Youth	x			
The Vocational Instructor Consortium and New Teacher Recruitment Project	x			

Extent of Dissemination to be Achieved by Proposed Projects Based on Dissemination Activities Planned in the Description of Dissemination Plans

NAME OF PROJECT	Extent of Dissemination			
	Awareness	Under-standing	Decision	Impleme tation
Tri-County Industry-Education-Labor Project	x	x		
Illinois Vocational Curriculum Center	x	x	x	x
Relationships Between Voc. Ed. and Job Creation Phase III	x			
Establishing a Hotel Restaurant Management Degree and Culinary Arts Program	x			
Continuation of a Longitudinal Study of the Nontraditional and Social Impact of Voc. Ed. on Individuals in Illinois	x	x	x	x
Illinois V-Tecs Study, Phase IV	x	x		
Truman Bilingual Voc. Center - Project Mainstream	x			
Development of an Information Base and Exchange System for the Improvement of Industry Oriented Programs in Illinois, Phase III	x			

Appendix K
Project Management Handbook Suggested Changes
(Draft)

I/7 3. Products

Project outcomes can be classified into the following categories: general information, reports, supplementary or resource aids, educational products, and intangible educational innovations. Products are the tangible results of a project. Often more than one product is developed during the course of a Funding Agreement. Products may be brochures, newsletters, bibliographies, research studies, handbooks, curriculum materials, audio-visual aids, etc. A primary outcome of a project usually takes the form of a product. In some projects the primary outcome may be a final report.

4. Dissemination

Dissemination is any activity which assists the target audience to: (1) become aware of an outcome (general information, reports, supplementary or resource aids, educational products, and/or intangible educational innovations) and its contents; (2) understand an outcome and how it could be used; (3) decide whether or not to use an outcome; or (4) implement and continue to use an outcome. The planning, conducting, and following up of dissemination activities is individual to the type of outcome being disseminated, the target audience (persons to be affected by the dissemination activity), the persons to be involved in the dissemination activity itself, and the availability of temporal, financial, and human resources. Dissemination activities are not limited to the final phase of a funded project nor limited to the dissemination of an end product. Rather, dissemination activities

occur throughout all phases of a funded effort and includes dissemination to targeted audiences of these ideas, information, concepts, supplementary materials, etc. which, in turn, contribute valuable information to the development of the primary or final outcome. Systematic dissemination activities provide information to assess the effectiveness of project and program efforts, and thus contribute in an integral way to overall program improvement.

a. Funding agreement: Dissemination planning outlines are completed according to the specifications contained in the Request for Program Improvement Proposals in Vocational Education and included in proposals for funding. (Refer to Section II/ for a sample Dissemination Planning Outline.)

b. Dissemination plan: Following notice of funding, project staff meet with their respective RDS contract administrator and/or other dissemination consultants to develop an overall project dissemination plan using the RFP dissemination planning outline as the framework. Preliminary estimates of size of target audience(s), numbers to print, free copies, format/packaging, and responsibilities for activities will be made.

c. Reports: Progress Reports include information regarding the planning, conducting, and following up of dissemination activities and any additional activities or modifications to the project dissemination plan as a result of followup and follow through activities. Final Reports include information regarding particular dissemination activities planned, conducted, and followed up during the current funding phase. The final funding phase Final Report includes data collected

as a result of followup activities pertaining to the primary outcome of a project and the overall dissemination goal. This data indicates the actual extent of all dissemination activities. This report may also include recommendations for post-funding dissemination and/or lay the groundwork for future dissemination, e.g., distribution through the Curriculum Publications Clearinghouse, private sector publishers, other funded projects, information networks, etc. (included in Sections II/6.2[t]. Conclusions and Recommendations). Information pertaining to future dissemination efforts is also included in the Product Abstract (Section II/6.2 & III/5.1).

d. Role and Responsibility: Funding agency staff, project staff, persons/networks/agencies who facilitate access to an outcome, and local level users all play a vital role in the dissemination process. The planning, conducting, and following up of dissemination activities require the coordination, cooperation, and collaboration of these groups to assure an effective, comprehensive dissemination system.

1. The State Board's Research and Development Section, under Public Law 94-482, is responsible for the dissemination of all reports and other project outcomes. Specifically the Research and Development Section has the responsibility for submitting the Funding Agreement Abstract, the Final Report (including the Abstract), and other final outcomes (including their abstracts) to the National Center for Research in Vocational Education (NCRVE). All materials submitted to the NCRVE are automatically considered for

inclusion in the Educational Research Information Center (ERIC) as part of the dissemination process. Materials are also filed with the East Central Network for Curriculum Coordination (ECNCC)/Illinois Vocational Curriculum Center (IVCC).

2. Project staff is responsible for preparing a dissemination planning outline, preparing an overall dissemination plan, coordinating linkage with appropriate information network(s) and conducting followup of the overall dissemination plan.
3. Persons/Networks/Agencies who facilitate access to an outcome plan, conduct, and followup particular dissemination activities; collaborate with project staff and assist in dissemination efforts; evaluate and organize information to act as resource brokers, problem solvers, etc. and help clients identify their own needs and provide appropriate resources.
4. Local Level Users identify local program improvement needs; access information to judge appropriateness of outcomes; and communicate type of assistance needed/wanted about outcomes.

II/6.2$^{k.}$ Major Dissemination Activities Summary(s): (Refer to Section II/9 for a sample Major Dissemination Activities Summary format.)

II/6.2$^{t.}$ Conclusions and Recommendations: Concerning this activity, list conclusions and recommendations and suggestions for possible future activities of a similar nature. Also include recommendations for post-funding dissemination of primary outcomes (who and how).

II/6.2[W]. Outcomes Developed: A copy of each product developed during the course of the funded period must be attached.

II/9 Major Dissemination Activities Summary(s)

1. Describe the outcome disseminated (classify the outcome: general information, reports, supplementary or resource aids, educational products, and/or intangible educational innovation.)
2. Describe the target audience(s) affected by the activity.
3. Identify the intended effect(s) of the activity. Did the activity assist the target audience:
   a. to become aware of the outcome and its contents?
   b. understand the outcome and how it could be used?
   c. decide whether or not to use the outcome: and/or
   d. implement and continue to use the outcome?
4. Describe the strategy (i.e., workshop conference, newsletters, presentations, etc.) used to disseminate the outcome.
5. Describe the activity particulars which may include:
   a. audience identification
   b. advertising
   c. audience expectations; sense of ownership
   d. price assistance provided
   e. use of information networks
   f. location
   g. time of year/time of day
   h. length of time required to conduct activity
   i. size of group
   j. format/packaging/physical appearance of outcome
   k. advocacy/support systems of the outcome and/or activity required

1. incentives for target audience

6. Include a list of the names, addresses, and job titles of the participants of each activity.

7. Include a composite of completed activity followup and follow through.

8. Include a brief description of the judgment and conclusions from the followup data obtained via the followup instruments.

9. Include a brief summary of what the project staff considers to be the successes and failures of the activity based on followup activities. Include a statement concerning the assistance provided by the activity, based on analysis of followup activities. Include the procedures and/or techniques that would be used again and the techniques to be changed in future activities.

10. Include a copy of any materials developed for the activity.

Note: Pre-registration activity forms must include a section for participants with special needs in which they can indicate any unique requirements they have, e.g., wheelchair accessories, interpreter, etc.

III/5.1 14. What level of assistance is required to provide for implementation of this outcome?

15. Are consultive/inservice (or staff development) services available?